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ABSTRACT

This grades K-3 teachers guide is one of five resource guides developed to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist elementary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-seven economic concepts such as agriculture, borrowing, money, and transportation are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

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TEACHERS GUIDE TO

Economic Concepts:

Grade K-3

prepared for:

DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS
DR. THOMAS KILAN, SECRETARY

and

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
F. R. WANEK, ACTING STATE SUPERINTENDENT

prepared by:

The Center for Economic Education
Professor Milo F. McCabe, Director
THE UNIVERSITY OF SOUTH DAKOTA
VERMILLION, SOUTH DAKOTA

SDCEE

TEACHERS GUIDE TO

ECONOMIC CONCEPTS

Grade K-3

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SPRING, 1975

PREFACE

Teachers Guide To: ECONOMIC CONCEPTS: K-3 has been developed as an aid to teachers in working toward helping the students in South Dakota achieve a high degree of economic literacy. To be effective, our schools must prepare students at all grade levels to develop an understanding of the economy in which they live.

This resource guide was specifically prepared to assist elementary school teachers, pre-service students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies and how these concepts might be taught to students at different grade levels.

Teachers Guide To: ECONOMIC CONCEPTS K-3 is the first of four resource guides which are being developed. The basic material previewed and identified in this guide are those social studies texts and teacher's guides which are available in the Library of the Center for Economic Education at the University of South Dakota.

In no way is this publication all inclusive. There are many other teaching materials and texts available.

Under each concept, the following information was recorded: the grade level; the source in which it is located; the author and/or publisher; a brief summation of it; and the page on which it is located. Although the grade level designations are, for the most part, those recommended by the authors of the materials indexed here; a concept suitable for Grade 2 youngsters is probably suitable for Grade 1 youngsters, and so forth. Resource users are encouraged to add, delete or adapt these concepts to their own needs and preferences.

Teachers Guide To: ECONOMIC CONCEPTS K-3 was prepared by Professor Milo F. McCabe, Director of the Center for Economic Education. He was diligently assisted by Ms. Janet Elrod, Research Assistant. Special considerations are extended to Ms. Cabrini Engelhardt and Ms. Carol Bymers for their diligence in typing the various drafts, and to Ms. Barbara Helgerson for the graphics.

This resource guide is part of a curriculum materials project funded by a grant from the Division of Elementary and Secondary Education within the Department of Education and Cultural Affairs to the South Dakota Council on Economic Education.

Milo F. McCabe, Director
Center for Economic Education
University of South Dakota

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AGRICULTURE:

Kindergarten, Children in Other Lands, Allyn and Bacon. Page 101. Although more than half of the Mexican population is engaged in farming, only 15 percent of the land is suitable for agriculture. While many farmers use tractors, combines, fertilizers and other modern agricultural methods, most Mexican farmers use hand tools and primitive methods.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 15. The farmer is a producer, his time is expensive, his land is expensive, and the capital goods he uses are expensive. That is the reason food from the farm has a price on it.

Grade 1, Exploring With Friends, Follett. Page 48. All members of the family like to have a part in the garden.

Grade 1, Families and Their Needs, Silver, Burdett. Page 60. Families must have food to stay healthy. Families may get food in a variety of ways. They obtain some of their food by farming, and buy some of it in the market.

Grade 1, Families Around the World, Fideler. Pages 40 & 86. Everyone in the family helps to farm in underdeveloped countries, that way more is done.

Grade 1, Families Near and Far, Heath. Page 123. Farmland may be put to many uses; there are places for the farmhouse and yard, barn and barnyards, etc. There are many different kinds of work to be done on a farm. The land has to be cultivated; the animals and machines have to be cared for; the fruit trees may have to be sprayed; the crops must be harvested. Ways of farming have changed.

Grade 1, Seeing Near and Far, American Book Co. Page 3-1. Dairy farmers produce many of the food products we use daily. Technology is employed to produce these products more efficiently.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE) 2nd. Ed., Harcourt, Brace, Jovanovich. Page 178. Cotton plants grow on farms. They need soil and water.

Grade 2, American Communities, (TE) L.-V. Ed. II, Allyn and Bacon. Page 262. Food, a basic need, is produced in rural areas. There are three main types of work in our society: agriculture, manufacturing, and services.

Grade 2, American Communities, (TE), L.-V. Ed. II, Allyn and Bacon. Page 271. A grain farm is one that specializes in producing grain rather than fruit, vegetables, or livestock.

Grade 2, American Communities, (TE), L.-V. Ed. II, Allyn and Bacon. Page 271. Farm machinery enables farmers to do more and better work.

Grade 2, American Communities, (TE), L.-V. Ed. II, Allyn and Bacon. Page 283. Agriculture is affected by the climate and local weather conditions. Agriculture has a seasonal nature.

AGRICULTURE:

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 292.
Most modern farmers specialize.

Grade 2, Communities and Social Needs, (TE), Laidlaw. Page T77.
Farmers in warm lands usually use readily available materials to build houses.

Grade 2, Communities and Social Needs, (TE), Laidlaw. Page T78.
Most Mexican farmers work small plots of land. Their tools and methods of farming are old-fashioned.

Grade 2, The Earth and Man, (TE), Fideler. Page 1[illegible]0.
Grasslands are well suited for growing crops such as wheat and other grains.

Grade 2, The Earth and Man, Fideler. Page 110.
In Japan, rice plants are placed in dirt that is covered with water.

Grade 2, The Earth and Man, Fideler. Page 77.
Farmers cannot grow crops in the desert without water. Bringing a supply of water to a dry area is called irrigation.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 6.
Farm crops supply food for people and for farm animals. Farm animals supply food for people.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T15.
Long ago in our country families raised their own food.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T62.
Many Swiss fathers work on farms.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T68.
Most Indian families live in small villages and work the soil.

Grade 2, Investigating Man's World - Local Studies, Scott Foresman. Page 48.
A wide variety of machinery and many kinds of work are necessary for production on the farm.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 41.
Farming is one way of using and changing the natural environment.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A., Senesh. Page 61.
The economic well being of a small town often depends on the farmers' trade in that town.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A., Senesh. Page 68.
The nature of farming causes farmers to live far from each other, but they still help each other, have common interests, and share information.

Since the farmer's well-being is dependent on many factors over which he has little or no control (fertility and location of land, climate, market demands), the government helps him in many ways (education, price control of farm products, distribution of information concerning markets, weather, and crop growing, etc.)

AGRICULTURE:

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A., Senesh. Page 72.
Farmers specialize according to their location in terms of climatic conditions and proximity to markets.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A., Senesh. Page 74.
Farmers take many risks.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A., Senesh. Page 76.
Fewer farmers are needed today. This is largely due to the increased productivity.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A., Senesh. Page 122.
Both farming and mining neighborhoods specialize in the production of raw materials.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 83.
Scientists work to develop grain plants that are more productive and more resistant to insects and disease. Larger yields provide food for more people and an increase in income for the farmer.

Grade 2, People Use the Earth, Silver, Burdett. Page 100.
The Dutch are able to use their polders for farm land by using advanced agricultural methods to prepare the soil.

Grade 2, We Live in Communities, Ginn. Page 12.
Farming today is very different from farming long ago. People have changed the land.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-13.
Farmers use small planesfor crop-dusting, a method of protecting crops from insects and for herding farm animals.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 76.
In the past, most people in America lived on farms. Most families needed to grow at least part of their own food. But farm life has changed in modern America. Today new machines make it possible to farm with fewer workers.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 4-1.
Permanent and stable societies developed after man learned to domesticate animals for food and to plant crops.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 4-8.
The Mandan Indians were among the earliest, if not the earliest, farmers on the Plains.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 150.
Farmers today know that the land is a natural resource that needs conservation.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 168.
In the Sahara, farmers can grow crops at an oasis.

AGRICULTURE:

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 30.
Farms supply most of our food. Farms supply us with materials for making clothes.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 153.
People on farms work hard, but they have fun, too. Most Norwegian farms are very small.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T26.
People in farm communities usually live some distance apart. Farmers help us by raising plants and animals on their land.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T28.
The geography of a farm community helps to determine what use is made of the land.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T29.
Transportation and the telephone are very important in farm communities. People in farm communities must find ways to get their crops to market.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T82.
Many of the people of Puerto Rico are farmers.

Grade 3, Communities and Social Needs. (TE), Laidlaw. Page T91.
Norway's farms are small. Many are tiny patches of flat land at the edge of fiords.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T94.
Norwegian farms are small, so most farmers have other jobs in winter.

Grade 3, The Communities We Build, (TE), Follett. Page T147.
Although approximately one-fifth of the Japanese people are farmers and every arable acre is planted; Japan cannot support its population on its agricultural output.

Grade 3, The Communities We Build, (TE), Follett. Page T163.
Long ago, many farmers were needed to work on the land. Each farmer could only grow enough food for a few people to eat. Often it took a farmer all day to plow a small field.

Grade 3, The Communities We Build, (TE), Follett. Page T209.
Despite the fact that about one-half of Israel is desert, the Israelis have tripled the amount of farmland through irrigation in the 25 years of their existence.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 115.
The Southwestern Indians farmed by using irrigation and a technique called "dry farming".

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 122.
Farmers used the techniques of dry farming on the plains. Machinery was a necessity if the Plains farmers were to operate above a subsistence level.

AGRICULTURE:

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 136. The revolution in agriculture which made the Great Plains the breadbasket of the world, was marked by many inventions.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 148. The exodus to the cities in this century has been a result of increasing mecnanization of farms.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 155. Farms provide food and other produce for the townspeople.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 23. Cities as differentiated from farming villages, come into existence when a culture reaches a point of productivity beyond mere subsistence. The discovery of agriculture meant a surplus of food, which made possible the development of communities in which some produced food while others made tools, traded goods, guided religious belief and practice, etc.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 50. Farmers needed good farming land to produce a surplus of food. Without a surplus, no one would be freed for other tasks. A surplus of food and the division of labor are necessary for the growth of a village or town.

Grade 3, Our Working World: Cities, (T) 2nd Ed., S.R.A., Senesh. Page 22. When farmers were able to produce more than they needed, people could move away from the farm and build cities.

Grade 3, Our Working World: Cities, (T) 2nd Ed., S.R.A., Senesh. Page 27. An agricultural surplus was necessary before cities could develop.

Grade 3, Our Working World: Cities, (T) 2nd Ed., S.R.A., Senesh. Page 28. An agricultural surplus was necessary in order for cities to exist because people living in cities depend on others for food.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 188. Many of the African people were skillful farmers.

Grade 3, The Third Planet, (TE), Macmillan. Page 113. Most of the farmers of southern Saskatchewan grow wheat. The farmers use what is called dry farming.

Grade 3, The Third Planet, (TE), Macmillan. Page 182. People who rent land to farm are called tenant farmers.

Grade 3, The Third Planet, (TE), Macmillan. Page 222. Farming in places where there is little rain may harm the land. Careful farming does not harm the land, even though crops do take minerals from the soil.

AGRICULTURE:

Grade 3, The Third Planet, (TE), Macmillan. Page 252.
The size of farms is changing in many parts of the world. The use of machinery makes it possible to have farms of several hundred acres. The Dutch people do not like farms that are too big.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T53.
The lack of a permanent, localized food supply and the constant search for food prevented the development of permanent settlements until after the origin of agriculture and the production of a food surplus.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 49.
In addition to food crops, many farmers produce foods that cannot be eaten.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 105.
The sailor-explorers found lands that would be good places for farms. Europeans would be able to start farms far from Europe. More farms would mean more goods to trade.

BANKS:

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 34.
Banks lend money both to businessmen and families.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 31.
Families put their money in a bank and obtain interest.

Kindergarten, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10. Page 6.
Banks provide safe-keeping for the money of some people and provide loans for others.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 31.
Families usually save by putting money in a bank or other savings institution which pays them interest.

Grade 1, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10. Page 16.
Banks are a safe place to keep money; they lend out the money to businessmen for capital investment.

Grade 1, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10. Page 21.
Companies can be started with money supplied by a bank loan.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 124.
Banks lend the savings that people have deposited, and those who borrow money pay the money back with interest for the use of the money.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 129.
Banks lend the money that belongs to the people who save there. They must be careful of their money and use it wisely. They must lend only to those people they feel sure will pay it back.

BANKS:

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 139. Savers deposit their money in banks. Borrowers go to the bank for loans, to get money to purchase goods or services. Borrowers must pay back the loans with interest, and the bank pays interest to the savers.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 150. Banks lend the money that savers put in them, and the borrowers pay interest to the banks. The banks then pay interest to the savers.

Grade 1, People at Home, (TE), Laidlaw. Page 40.
Banks are good places to put money.

Grade 1, People in Our World, (TE), Follett. Page T149.
The bank has a special place where money is deposited, so they can use it to pay their current bills; and the bank has another special place where money is deposited for safe-keeping until the time they need the money.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 127. Banks provide a variety of services, including loans, savings accounts, and checking accounts.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 125. Families use banks to save money (and earn interest) and to borrow money from them so that they can consume more.

Grade 2, Communities at Work, Heath. Page 30.
Banks are used mainly for three services: saving money, borrowing money, and holding money in a checking account for current use.

Grade 2, Communities at Work, Heath. Page 73.
A home may be purchased by borrowing money from a bank, and repaying in small installments.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 31.
Families usually save by putting money in a bank or other savings institution which pays them interest.

Grade 2, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10. Page 10.
Banks are a safe place for funds. They also loan money for interest.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 133.
When people put money in a savings bank they are lending the money to the bank. The bank pays interest for the use of the money.

Grade 2, Economic Education for Washington Schools: (DEEP). Page 13.
Banks produce the financial services needed by individuals and businesses in a community.

Grade 2, Economic Education for Washington Schools: (DEEP). Page 15.
The bank must be able to trust the borrower.

BANKS:

Grade 2, Everyone Lives in Communities, Ginn. Page 80.
Economic generalization: specialization is very important in modern industry, e.g., banks and big companies supply capital.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 32.
The money families save is often put in banks. Families can borrow money at a bank. Most families borrow money for a house.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 61.
A bank is the safest place to keep money. People can borrow money from a bank as well as deposit it.

Grade 2, We Live in Communities, Ginn. Page 99.
Banks allow the productive use of individual and corporate savings.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 31.
Families usually save by putting money in a bank or other savings institution which pays them interest.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 136.
Financial institutions bring together in a building, called a bank, the money people want to save for future use. The banks pay the people interest on their money.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 35.
The main function of a bank is lending money. A banker is a businessman. He must make a profit. He makes money from interest charged on loans.

Grade 3, Greenfield and Far Away, Heath. Page 41.
Banks provide a service for a community. People deposit money in banks for safe keeping and for convenience in paying bills. Banks use people's savings to lend to other people. They pay people for the use of their savings. People who borrow money must pay back extra money.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 64.
Banks are a place where people store their money.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 78.
Banks accept savings from savers. Banks in turn lend the savings to others. Thus banks act as middlemen between savers and borrowers.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 205.
Few people can afford to pay for a home all at once. In the United States, banks loan people money to help them buy homes. Each month, the people pay back part of the loan to the bank.

BARTER:

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 31. Developing societies have used different things for money: stones, cattle, salt, etc. They traded for what they needed.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 31. In early America, families traded for what they needed; this trading is called barter.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 129. In earlier days people had no organized way of trade, so they used the barter method of market decision making. Under the barter method, goods and services were traded for goods and services. If a man sold his goods, he had to take whatever goods or services that were offered to him.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 24. The exchange of goods and services is called trade. Barter, one form of trade, involves the direct exchange of goods and services.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 167. The exchange of goods and services is called trade. Barter, one form of trade, involves the direct exchange of goods and services.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 152. The exchange of goods and services is easier with money than by barter.

Grade 1, People at Home, (TE), Laidlaw. Page T31. Money is anything that is commonly accepted as payment for work, goods, or services. Before people had money in the form we have it today, they traded, or bartered, one thing for another.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 76. As societies become more complex, the members tend to specialize and to exchange, or barter items. Bartering is an exchange of goods approximating equivalent value. Before money was widely used, people in all parts of the world exchanged goods and services through a system of bartering.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 117. As specialization increased, towns became more important as points of exchange and communication. Bartering gradually gave way to the establishment and use of currency.

Grade 2, Australia and the Aboriginies, (TE), L-V Ed. II, Allyn and Bacon. Page 61. Not every native is skillful at making all of his tools. One group may be especially skilled in making boomerangs, another group in making stone knives. These groups may then barter with each other.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 31. In early America, families traded for what they needed. This trading was called barter.

BARTER:

Grade 2, Economic Education for Arkansas Elementary Schools. Page 132. There was a time when money in its present form was not used. People traded one good or service for another. This was called barter.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 265. Barter was an early means of trading without the use of money.

Grade 2, The Groups We Belong To, (TE), Follett. Page T104. People barter when they trade one good for another good.

Grade 2, The Groups We Belong To, (TE), Follett. Page T105. Bartering is not the easiest way to exchange goods. Exchange is easier when money or a trade object is used.

Grade 2, Observing People and Places, (TE), American Book Co. Page 1-12. When people do not have money, they often trade goods for the things they want to barter.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 157. Barter is the direct exchange of goods and services without the use of money.

Grade 3, The Communities We Build, (TE), Follett. Page T31. Many eastern cultures still employ bartering techniques.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 116. Barter can be defined as trading one thing of value for something else of value.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 31. In early America, families traded for what they needed. This trading was called barter.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 12. People started to trade goods which they had plenty of, for goods which they needed. This is barter, trading goods for goods.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 197. The English settlers often gave the Indians beads and cloth. In exchange, the Indians gave the settlers some land. At least, that is what the settlers thought. For gifts of beads and cloth, most of the Indians were willing to let settlers use the land.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 222. Much trading went on in a colonial community. For his services, the schoolmaster received other services and goods from parents of his pupils in the community.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 227. When a person wants to exchange an article for something else, he must find a person who not only wants the article he is trading, but has something that person wants.

BORROWING: CREDIT

Grade 1, Economic Education for Arkansas Elementary Schools. Page 129.
Now that we have a credit and money system, we can have more choices. We can select the things we want because all of the sellers at the market will take money. No longer do buyers and sellers trade goods with each other. The buyers select what they want and pay for it or charge it.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 129.
Banks lend the money that belongs to the people who save there. They must be careful of their money and use it wisely. They must lend only to those people they feel sure will pay it back.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 139.
Borrowers go to the bank for loans. These loans are used to purchase goods or services. Borrowers must pay back their loans with interest.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 150.
Banks lend the money that savers put in them. The borrowers pay interest to the banks for the use of the money.

Grade 1, People in Our World, (TE), Follett. Page T135.
Families can save money or they can borrow money and pay for the things they need.

Grade 1, People in Our World, (TE), Follett. Page T137.
People can get the things they want sooner if they borrow money, and they could take a long time to pay for it. Interest would be added.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 125.
Money that is borrowed is called a loan. A family usually gives back the money it has borrowed in small payments.

Grade 2, Communities at Work, Heath. Page 30.
Borrowers must show that they can repay loans from banks.

Grade 2, Communities at Work, Heath. Page 73.
A home may be purchased by borrowing money from a bank or other financing agency and repaying it in small installments.

Grade 2, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10. Page 10.
You can borrow money from the bank so long as you have some sort of collateral and are considered a good risk.

Grade 2, Economic Education for Washington Schools: (DEEP). Page 15.
The businessman may borrow someone else's savings through a bank to buy the goods he needs. He must pay the bank interest. The bank must be able to trust the borrower.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 35.
To borrow money, a man must establish credit, that is, he must prove his integrity and ability to repay the loan.

BORROWING: CREDIT

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 32.
Families can borrow money at a bank. Most families borrow money for a house. Loan officers at the bank must find out whether the people will be able to pay back to the bank the money they borrow.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T38.
Houses cost so much that most families cannot save enough money ahead of time; thus, they must borrow money for a house.

Grade 2, The Groups We Belong To, (TE), Follett. Page T100.
One way to get things which cost more money than a person has is to borrow money.

Grade 2, The Groups We Belong To, (TE), Follett. Page T104.
Sometimes people are able to borrow for things that they do not have the money to buy.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 62.
People can borrow money from a bank as well as deposit money. When people borrow from a bank, they must pay for the use of the money. Sometimes people need large sums of money for a purchase, like a home, and cannot wait to save that much money, so they borrow it.

Grade 2, Teachers Guide to Economics: Oregon DEEP. Page 38.
Some families and businesses want to spend more money than they have right now. They must decide whether or not to borrow.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 35.
Before someone can borrow money, he must be able to prove he is honest and will be able to pay back the loan.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 44.
Credit is based on whether a person has paid back previous loans and if the payments were made on time.

Grade 3, Greenfield and Far Away, Heath. Page 41.
Banks provide a service for a community, they use people's savings to loan to other people. The people who borrow money must pay back extra money. This extra money is called interest.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 52.
When obtaining a loan, security must be given for the loan so that if the borrower cannot repay the money, the lender will receive something for his risk taking.

Grade 3, The Making of our America, (TE), L-V Ed. II, Allyn and Bacon. Page 100.
Most would-be pioneers did not have enough capital to transport their families to the frontier, buy equipment, and feed themselves until their farms began to produce. These conditions encouraged speculators again. They could sell larger tracts of land to farmers on credit.

BORROWING: CREDIT

Grade 3, The Metropolitan Community, (TE) L-V Ed. II, Allyn and Bacon, Page 78. Banks accept savings from savers. Banks in turn lend the savings to others. Thus banks act as middlemen between savers and borrowers. Borrowers must pay interest to the bank, which in turn pays interest to savers.

BUDGETING:

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 20. Planning and budgeting help the consumer use his income wisely.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 20. Planning and budgeting help the consumer use his income wisely.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 155. Most families try to get the most for their money.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 169. The income of a family affects its well-being. It affects what they eat, what kind of house they live in, what kinds of choices they can make, and how they feel about themselves.

Grade 1, People in Our World, (TE), Follett. Page T131. Most families in our society use money to buy food. The family budget as well as the wholesomeness of foods should be considered when buying foods.

Grade 1, People in Our World, (TE), Follett. Page T133. The amount of money a family has can influence the decisions they make about getting clothes and homes.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 20. Planning and budgeting help the consumer allocate his income wisely.

Grade 2, Teachers Guide to Economics: Oregon DEEP. Page 26. Families will not pay high prices for goods and services if the same quality can be purchased for less.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 20. Planning and budgeting help the consumer allocate his income wisely.

Grade 3, Our Working World: Cities, (T) 2nd Ed., S.R.A., Senesh. Page 83. Budgets demonstrate the relationship between a city's expenses and its income.

BUSINESS ORGANIZATIONS: TYPES

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 178. A corporation is bigger than a company and many people are involved, both as investors and workers.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 296. An individually owned business is one way of organized productive work.

BUSINESS ORGANIZATIONS: TYPES

Grade 2, Economic Education for Washington Schools: (DEEP). Page 5.
Economic activity for the most part depends upon private business firms. Some business firms produce goods or services to sell to other firms. Some business firms produce goods or services to sell directly to consumers.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 60.
The business arrangement where one man owns and controls his business alone is a single proprietorship. When two or more people share the work, ownership and profits of a business, they are partners; the business is called a partnership. Corporations spread the ownership, profits and risks of business over many people who own stock in the company.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 59.
Big stores are usually owned by corporations.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 60.
When a man is his own boss, that means he owns and controls his business singly, or alone. This is a single ownership (or proprietorship).

Grade 3, Economics: The Dismal Science, Ellenberg. Page 61.
A man may be his own boss, and yet share everything with another man. He is a partner. This business arrangement is common - it is known as a partnership. More than two persons can be involved, however.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 35.
An entrepreneur is a person who organizes and manages a business.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 115.
Gordy likes to be in business for himself. Such a business was called a sole proprietorship. Big Joe and Charlie owned their boat together. They were partners; their business was a partnership. Some of the members of the tribe joined together in what they called a cooperative, a mutual self-help organization.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 54.
Most of the thirteen original colonies were the result of private enterprise. The British king granted charters to joint-stock corporations to found commercial colonies.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 55.
In business or economics, a company is a group of people who pool their money and talents to produce goods or services for the purpose of making a profit.

CHOICE MAKING: SCARCITY

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 3.
Because of limited income, people must choose which of their many wants for goods and services they will satisfy.

CHOICE MAKING: SCARCITY

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 15. Since productive resources are scarce also, choices must be made as to which goods and services will be produced.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 2. Family wants are for both goods and services, so they must allocate their resources carefully to best satisfy the wants they consider most important.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 5. People's choices for satisfying their wants are limited by their income.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 8. A family's wants exceed its income, so some wants must wait--choices must be made.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 9. A family must plan ahead and budget the income for those priority expenditures it desires most.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 12. Scarcity--the condition of resources, goods and services not being plentiful in relation to the wants of individuals, families, communities or nations.

Kindergarten, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10. Page 2. Children are allowed to play store, thereby impressing on them that everything must be paid for and should not be wasted. There was a limited supply on hand.

Kindergarten, Economic Education for Washington Schools: (DEEP). Page 3. All people are confronted with the conflict between unlimited wants and limited resources. Everyone wants many things. No one can have all the things he wants. Each of us must make choices.

Kindergarten, Economic Education for Washington Schools: (DEEP). Page 4. Families must decide what things are most important for them to have. Because we cannot have all the things we want, we can better fill our needs and wants if we use the things we do have carefully.

Kindergarten, Economic Education: New York. Page 10. Families have a limited choice in deciding the types of food, clothing and shelter that will best satisfy their needs. These choices are affected by a family's size, location, interests and income.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 43. Because of limited income consuming units must choose which of their many wants for goods and services they will satisfy through purchases in the market place.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 48. Since a family cannot satisfy all of its wants for goods and services, it must choose which wants to satisfy and how to satisfy them.

CHOICE MAKING: SCARCITY

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 52.
Resources used in production of goods and services are scarce.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 2.
Families must allocate their resources carefully to best satisfy the wants they consider most important.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 4.
All people have primary wants for food, clothing and shelter, but their wants vary because of geographic location, cultural differences, personal preferences and age differences.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 8.
A family's wants exceed its income, so some wants must wait--choices must be made.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 12.
Scarcity is the condition of resources, goods and services not being plentiful in relation to the wants of individuals, families, communities or nations.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 15.
The pioneer farm family had to resolve the scarcity problem by producing most of the goods and services they consumed. Thus, the pioneer family was quite independent in determining what it would produce as well as how and for whom the goods and services would be produced.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 15.
As a society advances, the individual workers within become more specialized and interdependent. The individual family no longer functions independently in producing goods and services primarily for its own consumption.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 26.
Productivity usually increases as producers specialize.

Grade 1, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10. Page 17.
Even basic medical supplies are scarce in some areas of the United States.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 9.
Scarcity means an inadequate supply of goods and services to meet the numerous wants and needs of people. Everyone has wants and needs to satisfy. We cannot have all of our wants and needs satisfied. Therefore, we have to make choices as to which wants and needs will be satisfied.

Grade 1, Economic Education for Washington Schools: (DEEP). Page 1.
The basic economic problem confronting all people is the conflict between unlimited individual wants and limited economic resources.

Grade 1, Economics Education: New York. Page 18.
Because people cannot have all of the things they want, there is the need for wise choice making. Making a choice results in fulfilling one's wants; at the same time, it forces us to do without something else at the present time.

CHOICE MAKING: SCARCITY

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 48.
Gold is valuable because it is scarce.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 167.
Natural resources and the supply of goods and services to satisfy needs and wants are limited.

Grade 1, Families and Their Needs, Silver, Burdett. Page 8.
All families need food. The kinds of food may be determined by personal preference, tradition, cost and availability.

Grade 1, Families and Their Needs, Silver, Burdett. Page 150.
Because income is limited, the purchase of consumer goods involved important family decisions.

Grade 1, Families are Important, Ginn. Page 49.
Scarcity requires man to make choices.

Grade 1, Families Live Everywhere. Ginn. Page 35.
Man constantly tries to narrow the gap between limited resources and wants by producing more.

Grade 1, Families Live Everywhere, Ginn. Page 62.
Man's basic economic problem is scarcity, the conflict between limited resources and expansible individual wants.

Grade 1, Families Near and Far, Heath. Page 116.
Satisfying basic wants is difficult when resources are scarce.

Grade 1, Investigating Man's World, Family Studies, (TE), Scott, Foresman. Page 78.
The conflict between limited resources and unlimited wants confronts every person and community. Aside from being unlimited in number, human wants are different in kind, and are always changing.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 29.
Since goods are limited, we must plan and work to satisfy our needs. We also have many wants, which can be satisfied only if we work and choose what we desire most of all.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 34.
Since one cannot usually buy everything he wants, he must be careful in making choices.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 102.
We have unlimited wants but limited resources. Because we have unlimited wants but limited resources, we have to learn to make wise decisions.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 105.
All people have wishes and these wishes are continually changing.

CHOICE MAKING: SCARCITY

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 106.
The conflict between unlimited wants and limited resources necessitates limiting present consumption to ensure future production. People who live in different parts of the world have different wishes because their resources, customs, and situations are different.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 109.
The choices one makes today affect the choices one can make tomorrow.

Grade 1, People at Home, (TE), Laidlaw. Page 82.
Families need three things: food, clothing, and homes. They meet their needs in different ways.

Grade 1, People at Home, (TE), Laidlaw. Page T5.
Human wants are always greater than the available resources.

Grade 1, People at Home, (TE), Laidlaw. Page T20.
Families can choose from many different kinds of houses, in many different locations.

Grade 1, People at Home, (TE), Laidlaw. Page T50.
Many of the people in lands far away dress differently from us. People not only live in different climates; they speak different languages and pursue different kinds of work.

Grade 1, People at Home, (TE), Laidlaw. Page T52.
Like us, families in Africa need food, shelter, and clothing. Like us, families in Africa provide for the needs of their families.

Grade 1, People at Home, (TE), Laidlaw. Page T55.
All people have basic needs. People in West Africa have their own ways of meeting their needs. There are many different kinds of houses in West Africa. Climate, income, and natural resources influence the kinds of homes people have.

Grade 1, People at Home, (TE), Laidlaw. Page T58.
Children in West Africa have the same basic needs as children in the United States. They live under different conditions and dress differently than us.

Grade 1, People in Our World, (TE), Follett. Page T131.
There are many different kinds of homes. Some homes look alike from the outside. The insides of the home may be different too. Usually homes have rooms according to the needs of the family. These rooms are furnished in keeping with the family's needs, their tastes and likes, and the family's resources.

Grade 1, People in Our World, (TE), Follett. Page T133.
The amount of money a family has can influence the decisions they make about getting clothes and homes.

CHOICE MAKING: SCARCITY

Grade 1, People in Our World, (TE), Follett. Page T143.
Families are different and they like to do different things. Access to various recreational areas determines what type of fun families have.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 1-6.
Clothing is a basic need of man. Clothing is worn for protection, ornamentation, and identification. But personal tastes can affect the exact clothing we wear.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 77.
Games, eating habits, and customs are different in various countries, and therefore, people in different parts of the world learn in different ways.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 64.
The ways in which people supply their needs is affected by the environment.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 73.
The weather affects the ways people dress.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 85.
Many factors affect people's choices.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 133.
Some of the factors affecting choices are: different likes, different temperatures, different amounts of money, different ways of living.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 139.
People in different environments meet their needs in different ways.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 157.
Children wear different kinds of shoes because they may live in different climates or they may like different things.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 162.
Individuals, interacting to meet their needs, use the resources available to them.

Grade 1, Teachers Guide to Economics: Oregon DEEP. Page 6.
Different families want different things.

Grade 1, Teachers Guide to Economics: Oregon DEEP. Page 10.
Families cannot satisfy all of their wants.

CHOICE MAKING: SCARCITY

Grade 1, Teachers Guide to Economics: Oregon DEEP. Page 18.
Money that is spent for one thing cannot be spent for another. Because of this, families must make choices. Different families choose to spend their money differently.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 88.
In most families, economic resources are limited.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 91.
Wants are unlimited, so families must learn to choose, by evaluating their needs and wants.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 94.
Food and water are basic needs. People can choose from many kinds of food, and they sometimes develop preferences for certain ones.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 127.
Because families have a limited amount of money to spend, they must make choices.

Grade 1, You and Me, (TE), Macmillan. Page 102.
The place where you live decides a lot about the shape of your house, the foods you eat, and the things you see each day.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 40.
People learn to use available resources to satisfy their basic needs for food, clothing, and shelter.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 45.
The physical environment of a region limits the choices available for survival. Economic choices are important in the historical development of a community.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 56.
Economic choices are important influences on the historical development of a community.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 73.
Economic choices are important influences in the historical development of a community.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 28.
Societies differ in the ways in which they make use of their natural environments.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 100.
Economic choices influence the development of a community.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 121.
People find many ways to use their natural environment.

CHOICE MAKING: SCARCITY

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 128.
People find many ways to use their natural environment.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 170.
Economic choices influence the development of a community.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 196.
Resources are limited, and human wants are unlimited. Humans must establish their priorities accordingly.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 200.
Many people now are seriously reconsidering their use of scarce resources, and the interdependence between human beings and the natural environment.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 217.
Societies may differ in methods of extracting a living from the earth and in the ways they use the land, water, and other natural resources.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 241.
Economic choices influence the development of a community.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 280.
Farmers must try to make wise choices in buying and selling.

Grade 2, Australia and the Aboriginies, (TE), L-V Ed. II, Allyn and Bacon.
Page 48.
Natural resources to satisfy needs and wants are limited.

Grade 2, Australia and the Aboriginies, (TE), L-V Ed. II, Allyn and Bacon.
Page 49.
Climate, landforms, and availability of resources influence the development of a cultural environment but do not predetermine it.

Grade 2, Australia and the Aboriginies, (TE), L-V Ed. II, Allyn and Bacon.
Page 60.
People have certain basic physical needs; these needs vary to some extent according to location and cultural patterns. People work to satisfy needs and wants.

Grade 2, Australia and the Aboriginies, (TE), L-V Ed. II, Allyn and Bacon.
Page 73.
Water is scarce on the desert; the people appreciate it when they find it.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 85.
Because of limited income, families must choose which of their wants for goods and services they will satisfy through purchases in the market place.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 98.
Since resources are both scarce and versatile, decisions must be made as to which goods will be produced and which resources will be used to produce them.

CHOICE MAKING: SCARCITY

Grade 2, *Economic Education Curriculum Guide*: Oklahoma. Page 2.
Families want many things. These wants include "necessities" as well as luxuries. Families must allocate their resources carefully to best satisfy the wants they consider most important.

Grade 2, *Economic Education Curriculum Guide*: Oklahoma. Page 4.
People's wants vary because of cultural differences, but all people have primary wants for food, clothing and shelter.

Grade 2, *Economic Education Curriculum Guide*: Oklahoma. Page 8.
A family's wants exceed its income, so some wants must wait--choices must be made.

Grade 2, *Economic Education Curriculum Guide*: Oklahoma. Page 12.
The condition of resources, goods and services not being plentiful in relation to the wants of individuals, families, communities or nations requires each to make the necessary economic choices.

Grade 2, *Economic Education for Arkansas Elementary Schools*. Page 13.
Every economic system faces the basic fact of scarcity because there are not enough productive resources to satisfy the wants of the people. This fact brings on a need for making economic decisions.

Grade 2, *Economic Education for Arkansas Elementary Schools*. Page 155.
Governments, like families, cannot produce everything people want. They have to make choices.

Grade 2, *Economic Education for Arkansas Elementary Schools*. Page 265.
Scarcity existed in Early America, as well as today.

Grade 2, *Economics: The Dismal Science*, Ellenberg. Page 3.
Choice making is the most important activity of humans.

Grade 2, *Economics: The Dismal Science*, Ellenberg. Page 22.
People have unlimited wants, but there are only a limited amount of resources available to satisfy these wants.

Grade 2, *Families and Social Needs*, (TE), Laidlaw. Page 13.
Families can choose from a wide variety of foods, clothing, and houses.

Grade 2, *Families and Social Needs*, (TE), Laidlaw. Page 25.
There are many kinds of houses to choose from. Each family considers its needs and wants when choosing a home.

Grade 2, *Families and Social Needs*, (TE), Laidlaw. Page 74.
Houses differ greatly in appearance.

Grade 2, *Families and Social Needs*, (TE), Laidlaw. Page T5.
Human wants are always greater than the available resources.

Grade 2, *Families and Social Needs*, (TE), Laidlaw. Page T27.
Families try to find homes that meet their needs.

CHOICE MAKING: SCARCITY

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T32.
Families today can choose from many kinds of houses.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T34.
In choosing a house, a family must consider its location and its size.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T52.
Families around the world have the same basic needs. Environment, customs, and traditions help determine the way people live and meet their needs.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T53.
Environment, customs, and traditions help determine the way families live.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T54.
The Japanese people enjoy new ways of working and living, but they also keep some of their old ways.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T61.
Customs and traditions help determine the way families live.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T65.
Environment influences the kinds of recreation Swiss families enjoy.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T67.
Traditions and customs, as well as environment, help to determine the way a family lives.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T70.
Environment influences the way people live and the kinds of work they do. The scarcity of jobs in India influences the way the people live there.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T72.
Environment, customs, and traditions influence the kinds of homes people live in.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T80.
Environment influences the way the houses are built and used.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T98.
Custom as well as the weather influences the kinds of clothing that Japanese children wear to school.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T102.
Weather, location, and other factors influence the kinds of schools found in various parts of Switzerland.

Grade 2, The Groups We Belong To, (TE), Follett. Page T79.
The ways people fill their basic needs depend upon their culture and environment. Age, sex, and interests affect individual values and make for difference in individual wants. The earth's resources are limited. Our personal resources are also limited. We live in a world with other people who need and want many of the same resources we want or need. These facts require that we set priorities on our needs and wants and take into account the needs and wants of others.

CHOICE MAKING: SCARCITY

Grade 2, The Groups We Belong To, (TE), Follett. Page T81.
The ways people fill their basic needs depend upon their particular adaptations to their environments.

Grade 2, The Groups We Belong To, (TE), Follett. Page T85.
People fill their needs in different ways.

Grade 2, The Groups We Belong To, (TE), Follett. Page T87.
Not all people get their food the same way.

Grade 2, The Groups We Belong To, (TE), Follett. Page T101.
Some merchandise appeals primarily to children.

Grade 2, The Groups We Belong To, (TE), Follett. Page T107.
Resources in our universe are limited. Our personal resources are limited. We live in a world with other people who need and want many of the resources we do. These factors restrict or limit what we can have and require that we set priorities. Our priorities reflect our values and interests.

Grade 2, Investigating Man's World - Local Studies, Scott, Foresman. Page 46.
People must make choices in satisfying their wants, because it is not possible for them to have everything they want.

Grade 2, Observing People and Places, (TE), American Book Co. Page 1-8.
Some things are needs and others represent wants.

Grade 2, Observing People and Places, (TE), American Book Co. Page 1-9.
There are many reasons why people want and need things.

Grade 2, Observing People and Places, (TE), American Book Co. Page 4-4.
Differences in the appearance of buildings can depend on people's likes and dislikes.

Grade 2, Observing People and Places, (TE), American Book Co. Page 80.
Buildings may look different because of where they are built. How they look can depend upon the shape of the land. It can also depend upon the climate.

Grade 2, Observing People and Places, (TE), American Book Co. Page 7-1.
Modern cultures are strongly influenced by civilization of the past.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 41.
To some extent, the natural environment influenced the Pilgrims' type of work, food, clothing, and housing.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 61.
There are some things people need and some things they merely want. A need is something one must have in order to stay alive and healthy; a want is not necessary to sustain life.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 62.
People choose to spend their money in different ways. People differ in their wants.

CHOICE MAKING: SCARCITY

Grade 2, The Social Sciences, Concepts and Values (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 149.
People are the product of heredity and environment.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 159.
People adapt to their environment. It affects their clothing, housing, and life style.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 176.
There are a variety of ways of spending income, it can be spent on needs or wants.

Grade 2, The Social Sciences, Concepts and Values, (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 205.
Limited resources require us to choose between wants.

Grade 2, Teachers Guide to Economics: Oregon DEEP. Page 4.
Consumers' needs and wants are constantly changing.

Grade 2, Teachers Guide to Economics: Oregon DEEP. Page 20.
Families have to decide how best to use their resources. Families have to decide how much to spend on food, clothing, education, housing, washing machines, automobiles and medical expenses.

Grade 2, Teachers Guide to Economics: Oregon DEEP. Page 22.
We must have resources in order to produce. If we use our resources for one thing, we cannot use them for another. Because of this, we must make choices.

Grade 2, We Live in Communities, Ginn. Page 28.
Resources are limited, while wants are unlimited. Therefore, people must make choices about what to do with their resources.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 137.
Because of limited income, consuming units must choose which of their many wants for goods and services they will satisfy through purchases in the market place.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 141.
Even though a great number and variety of goods and services are produced within a city, the supply still falls short of satisfying the many wants of the members of the community for goods and services.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 143.
When income is used by a household to buy a particular good, other goods which could have been purchased with this income must be foregone by the family since family income is limited in relation to family wants.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 147.
Scarcity exists because people's wants for goods and services exceed the capacity of resources to produce them.

CHOICE MAKING: SCARCITY

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 63.
Man has choices to make when choosing a form of transportation to use.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 178.
The shortage of land in England makes it necessary to build the houses very close together.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T16.
Communities have several types of homes.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T28.
The geography of a farm community helps to determine what use is made of the land.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T96.
A city's uniqueness often stems from its location or from the cultures that have developed within it.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 98.
People everywhere try to make the best possible use of available land.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T99.
People in every community develop some unique ways of doing things.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T100.
The place where a person lives determines to a great extent, the way in which he meets his needs.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 62.
Different people want different things, yet they all need food, clothing and shelter.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 4-8.
Although there are many ways of using resources, groups of people often employ one predominate method. This is a cultural option.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 4-9.
The climate of an area often affects the way of life of people in the area.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 190.
People in Africa also wear different kinds of clothes and eat different kinds of foods.

Grade 3, The Earth and Man, (TE), Fideler. Page 23.
The choices people make about the clothing they will wear varies with the climate they live in.

Grade 3, The Earth and Man, (TE), Fideler. Page 71.
The differences in clothing worn by people in different parts of the world shows how they have adapted to their environment through their choice making.

CHOICE MAKING: SCARCITY

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 2.
Some wants are for individual members of the family and some are for the entire family; so families must allocate their resources carefully to best satisfy the wants they consider most important.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 4.
People's wants vary because of geographic location. People's wants vary because of cultural differences, but all people have primary wants for food, clothing and shelter.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 8.
A family's wants exceed its income, so some wants must wait - choices must be made. In sharing the family income, members of a family are responsible for their spending choices.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 12.
Scarcity is the condition of resources, goods and services not being plentiful in relation to the wants of individuals, families, communities or nations.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 25.
Every economic system faces the basic fact of scarcity because there are not enough productive resources to satisfy the wants of the people. This brings on a need for making economic decisions.

Grade 3, Economic Education for Washington Schools: (DEEP). Page 1.
The basic economic problem confronting all people is the conflict between unlimited wants and limited resources. Individual wants change with time but collectively wants are always increasing and unsatisfied.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 3.
Humans have to decide how much food to grow or raise and how much food to be stored. There are a large number of such choices that humans have to make. In fact, there are those who say that choice-making is the most important activity of humans. Even though people have unlimited wants, the sad truth is that there is only a limited amount of things that can be made.

Grade 3, Investigating Man's World, Metropolitan Studies, Scott, Foresman. Page 50.
Every adult and almost every child makes economic choices as they try to meet their basic needs with the time, labor and money they have as resources.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 32.
Natural resources are scarce, that is, there is not enough for everyone to have all he wants.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 28.
Although the cultures of human societies are not necessarily determined by their natural environment, men and women must adapt to their environments.

CHOICE MAKING: SCARCITY

Grade 3, The Making of our America, (TE), L-V Ed. II, Allyn and Bacon. Page 142. The natural resources of the United States are very great, and they have been exploited heavily. In the 1970's, a serious energy crisis was developing, marked by shortages of oil and electrical power.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 77. Division of labor frees people to do what they choose to do and can do best. It makes possible more choices for everyone. In short, it makes for economic efficiency.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 78. There are many choices available to urban dwellers.

Grade 3, Our Working World: Cities, (T) 2nd Ed., S.R.A., Senesh. Page 92. The physical location and design of Athens reflected the thinking and values of the people by emphasizing the importance of meeting places and temples; its physical location also facilitated trade with other cities.

Grade 3, Our Working World: Cities, (T) 2nd Ed., S.R.A., Senesh. Page 149. Many people who come to Calcutta are limited in their choice of work by their village traditions.

Grade 3, People Use the Earth, Silver, Burdett. Page 21.
People live in different types of climate and adapt their ways of living to the climate. This is accomplished through choice making.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 46.
Climate affects the choices people make.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 47.
The type of clothing people choose is an important part of their environment.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 50.
People act in ways that will help them get along with their environment.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 54.
Eskimos have changed some of their ways of life as their environment has changed.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 74.
Communities develop different modes of adaptation to different environments.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 79.
The environment helps people decide what things to use and how to act.

CHOICE MAKING: SCARCITY

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 122.
People must choose ways of getting along in the climate region where they live. Not everyone living in the same climate region chooses the same ways.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 158.
Advertising is designed to influence people's choices.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 217.
Everyone must decide how to use their resources.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 219.
Different families use different goods for similar purposes.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 227.
All people must decide how to use their resources.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 228.
Resources are limited. Some items which were abundant 100 years ago are depleted and substitutes are used.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 235.
The way communities use their resources shapes their destinies.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 255.
Resources are limited with respect to the number of people wanting to use them.

Grade 3, Teachers Guide to Economics, Oregon DEEP. Page 8.
Prices help families decide which goods and services to buy and which to do without.

Grade 3, Teachers Guide to Economics, Oregon DEEP. Page 36.
When families decide to spend less on one thing and more on another, business firms must make new decisions about what to produce and what resources to buy.

Grade 3, The Third Planet, (TE), Macmillan. Page 32.
People do not use the earth in the same way to meet their basic needs.

Grade 3, The Third Planet, (TE), Macmillan. Page 37.
People do not use the earth in the same way to meet their basic needs. Partly, because the places on the earth are as different as the people on the earth look.

CHOICE MAKING: SCARCITY

Grade 3, The Third Planet, (TE), Macmillan. Page 46.
Wherever people are, they must work with what is in the place they have chosen for their home.

Grade 3, The Third Planet, (TE), Macmillan. Page 110.
The Thais use their land in one way, but the same land could be used in other ways.

Grade 3, The Third Planet, (TE), Macmillan. Page 124.
Two places that have similar natural surroundings could be used in the same way, but often they are not.

Grade 3, The Third Planet, (TE), Macmillan. Page 151.
Two groups of people often look at similar surroundings with different eyes.

Grade 3, The Third Planet, (TE), Macmillan. Page 274.
Choices must be made when planning the best use of land.

Grade 3, The Third Planet, (TE), Macmillan. Page 282.
Man can choose.

Grade 3, The Third Planet, (TE), Macmillan. Page T30.
There are many different ways of meeting the need for food, clothing and shelter.

Grade 3, The Third Planet, (TE), Macmillan. Page T101.
People engaged in different economic activities will make use of similar natural environments in a variety of ways.

Grade 3, The Third Planet, (TE), Macmillan. Page T102.
People with different cultures use similar natural surroundings in different ways.

Grade 3, The Third Planet, (TE), Macmillan. Page T133.
As people's ideas and technologies change, their ways of living and use of their environment may change.

Grade 3, The Third Planet, (TE), Macmillan. Page T145.
As people's ideas and technologies change, their ways of living and use of their environment may change.

Grade 3, The Third Planet, (TE), Macmillan. Page T162.
Man shapes and adapts his environment to meet his needs and also changes and adapts his ways to suit the environment.

Grade 3, Urban America, (TE), Sadlier. Page 20.
Human wants are always greater than the available resources.

Grade 3, Urban America, (TE), Sadlier. Page 23.
Relative scarcity makes it necessary to allocate available productive resources to best satisfy people's wants.

CHOICE MAKING: SCARCITY

Grade 3, Urban America, (TE), Sadlier. Page 36.
Society must choose between competing desires to establish priorities for what our scarce resources can produce.

Grade 3, Urban America, (TE), Sadlier. Page 38.
In any society, choice determines the goods and services produced.

Grade 3, Urban America, (TE), Sadlier. Page 39.
City residents must decide which method of transportation is the most important since the economic resources are limited.

Grade 3, Urban America, (TE), Sadlier. Page 41.
Society must choose between competing desires to establish priorities for what our scarce resources can produce.

Grade 3, Urban America, (TE), Sadlier. Page 42.
The conservation and wise use of resources is necessary for the preservation of urban society.

Grade 3, Urban America, (TE), Sadlier. Page 48.
Human wants are always greater than available resources. Society must choose between competing desires in order to establish priorities for what our scarce resources can produce.

Grade 3, Urban America, (TE), Sadlier. Page 49.
Relative scarcity makes it necessary to allocate available productive resources to best satisfy people's wants.

Grade 3, Urban America, (TE), Sadlier. Page 58.
In any society, choice determines the direction the society will take.

CIRCULAR FLOW OF GOODS AND SERVICES

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 21.
Households earn money income by selling their productive services to businesses and, in turn, use this income to purchase goods and services from businesses.

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 24.
In economic terms, households may be viewed both as consuming units and as income earning units. Businesses may be viewed as buyers of productive services and as sellers of consumer goods to families.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 59.
Households earn money income by selling their productive services to businesses and, in turn, use this income to purchase goods and services from businesses.

Grade 1, Economic Edcuation for Arkansas Elementary Schools. Page 152.
When people go outside the home to earn income, they sell their goods or services to business or government. Business and government pay the people for these services or goods. This pay is their income.

CIRCULAR FLOW OF GOODS AND SERVICES

Grade 1, Economics Education: New York. Page 22.
People generally work outside the home to earn money to buy the things they want. People that provide goods or services are called producers. People that use goods or services are called consumers. There is an exchange of money between families and businesses for goods and services, which creates a circular flow of money, and goods and services in the neighborhood.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 168.
If people spend their income on goods and services, producers can continue to hire workers to produce goods and services.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 89.
Fayetteville offers many goods and services desired by the people on the military post. People pay for these services. People who provide goods and services have the money to make more goods and services available and to buy things for themselves.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 105.
Households earn money income by selling their productive services to businesses and, in turn, use household income to purchase goods and services from businesses. Household income is dependent mainly upon the sale of their productive services. The goods and services which households can purchase from businesses depend upon household income.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 154.
There is a flow of people going out from households every day to sell their productive resources. For these resources, workers and managers are paid wages and salaries; property owners receive rent; and lenders of savings receive interest. These people are consumers and some are producers too. Most of them use what they earn to buy the goods and services that are produced by business and government.

Grade 2, Economic Education for Washington Schools: (DEEP). Page 9.
There is a continuous flow of money payments from consumers to business firms in exchange for consumer goods and services and from business firms to workers in exchange for their productive services.

Grade 2, Economics Education: New York. Page 30.
The maze of exchanges between producers and consumers can be clarified by a circular flow of money between producers and consumers.

Grade 2, Teachers Guide to Economics: Oregon DEEP. Page 12.
There is a circular flow of money from families to business and governments and back to the family again.

Grade 2, Teacher's Guide to Economics: Oregon DEEP. Page 14.
Most of the goods and services we need are produced by business firms. Families must pay money for these goods and services. The businesses use the money to buy materials and to pay wages, salaries, rent, interest and profits.

CIRCULAR FLOW OF GOODS AND SERVICES

Grade 2, Teachers Guide to Economics: Oregon DEEP. Page 16.
Some of the goods and services that families need are produced by government. Families and businesses pay taxes to the government. The government uses the tax money to buy materials and to pay wages, salaries, and rents.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 155.
Households earn money income by selling their productive services to businesses and, in turn, use household income to purchase goods and services from businesses.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 160.
The interrelation of income and production influences the way in which a decentralized system answers the questions of what, how and for whom to produce.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 162.
In the circular flow of money, part of the money is taken out of income and paid to the government to be used in the production of other goods and services that private enterprise either cannot produce or does not want to produce.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 80.
Consumers provide productive services, such as labor and management, to the producers who produce consumer goods and services. In exchange for productive services, the persons who provide these services receive income payments such as wages and profits. They use these income payments for consumer expenditures; that is, they spend their income to buy consumer goods and services.

Grade 3, Our Working World: Cities, (T) 2nd Ed., S.R.A., Senesh. Page 147.
Workers sending their earnings home has an effect on the businesses of Calcutta.

Grade 3, Teachers Guide to Economics: Oregon DEEP. Page 32.
Consumers, business firms and government agencies are all linked together. Money flows from families to business firms and governmental agencies and from business firms and government agencies back to families. A circular flow diagram can be used to illustrate this flow of money and to show how it links the various parts of our economy together.

CITY PLANNING

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 106.
The more services a community is asked to provide its citizens, the greater the need for planning.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 256.
City planners and builders seek to do whatever is needed to improve the city.

CITY PLANNING

Grade 2, Everyone Lives in Communities, Ginn. Page 17.
City planners considered population growth, economic development, monetary resources, available space and ecological concerns when preparing a master plan for the city.

Grade 2, Everyone Lives in Communities, Ginn. Page 59.
City planners discuss planned locations and their relationships to one another. They consider whether the schools and shopping centers are convenient to the residents.

Grade 2, Observing People and Places, (TE), American Book Co. Page 3-4.
Planning is necessary if a city is to grow in an orderly and attractive way.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 2-6.
Boundaries are sometimes changed to improve a neighborhood or to increase services for citizens.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 3-7.
A super-city has special problems and will require special planning.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 65.
Many urban planners have failed to reserve enough urban land to handle industrial growth.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 144.
City planners are training Indians and working with them to solve the city's many problems.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 190.
Despite efforts of government and regional planners, London and the new towns around it continue to grow.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 210.
Planning is necessary as a means of coping with growth and change.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 264.
City planners must know how to coordinate changes in the systems of the city in a way that is responsive to the needs of the people.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 269.
City planners must coordinate changes in the system of land use. Cities need proper zoning.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 270.
City planning is affected by the kind of government that a city has.

Grade 3, The Third Planet, (TE), Macmillan. Page 193.
Thousands go to the city of Sao Paulo looking for work, but they have no skills. The government has no plan for helping them while they look for work.

CITY PLANNING

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T84.
Today's cities are in trouble. Many of our urban problems are the result of the way cities grew during the Industrial Revolution, without adequate foresight and planning. City planners try to understand what the problems of city people are, and what has caused them.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T88.
Urban renewal is basically maintenance, and should be a constant process.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 216.
City planners are hired by the city government. They work at trying to understand and solve the problems of people in cities.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 217.
City planners try to improve cities. Sometimes they plan whole new cities. But often they must plan to rebuild old areas and build up new areas in cities that already exist.

Grade 3, Urban America, (TE), Sadlier. Page 22.
Planning to meet the immediate needs of the city is a function of the government.

COMPARATIVE SYSTEMS

Grade 1, Economic Educational Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10. Page 21.
In a free market system, newspaper advertising is unencumbered by government to a large degree.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 133.
A society needs a working system that makes it possible for all its members to obtain food, clothing, and shelter.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 135.
The influence of the Soviet Union has been responsible for a good deal of change in the traditional economy of the Mongols.

Grade 1, People in Our World, (TE), Follett. Page T49.
Ownership and exchange of property is practiced in our society.

Grade 1, People in Our World, (TE), Follett. Page T79.
Democratic procedures are often less efficient than authoritarian procedures, but in our culture they are usually seen as fairer.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 39.
Technological advancement frees us to organize society more efficiently.

Grade 3, The Communities We Build, (TE), Follett. Page T210.
Jewish farmers on a Kibbutz have an economic system where the community owns everything.

COMPARATIVE SYSTEMS

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-5.
In a free enterprise system, businessmen compete for customers who have freedom of choice.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-6.
Competition is basic to the operation of our system of business.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 106.
The market economy of the United States, which we describe as the private enterprise market approach, is called several different names: free enterprise; the market economy; and American capitalism - all of which add up to the same thing: decentralized market decision-making.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 270.
City planning is affected by the kind of government that a city has (a free versus a controlled society).

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 54.
Most of the original 13 colonies were the result of private enterprise.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 65.
The mercantile system, in its simplest form, aimed at keeping the colonies from engaging in manufacturing. In the early years of the colonies, the mercantile system worked to the advantage of both colonies and homeland, but later it became a hindrance to economic growth and prosperity.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 139.
In a free enterprise economy, the major means of production are owned by individuals and private business companies. Each person has freedom to work where he pleases and spend his money as he wishes.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn And Bacon. Page 161.
The English Colonial adventures were the results of private enterprise while those of Spain and France were government directed.

Grade 3, The Third Planet, (TE), Macmillan. Page T145.
Every society develops a set of arrangements - an economic system - through which it allocates scarce resources; decides what is to be produced, how much is to be produced, how it is to be produced, and who shall receive what is produced.

COMPETITION

Grade 1, Economic Education for Arkansas Elementary Schools. Page 100.
If every business or producer offered the same goods or services and nothing else was produced, some of the people would not be employed and our wants and needs would not be supplied as well as they are. In a market economy where decisions are made in the market, the consumer decides what will be produced.

Under pressure of competition, the producer decides how production will be carried on. Competition makes producers try to produce different kinds of new things.

COMPETITION

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 25. Commercial rivalry between nations motivates explorations.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 139. The consumer in America has a wide choice from among many competing models of cars. Competition also causes each auto maker to try to produce better cars, so that the purchaser will choose his product rather than that of another company.

Grade 1, People in Our World, (TE), Follett. Page T49. Competition appears at the earliest stages in human life.

Grade 1, People in Our World, (TE), Follett. Page T64. Competition motivates one to increase skills and abilities in order to achieve certain goals.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 104. Competition is one of the basic characteristics of our market system.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 82. Profits are determined by the price and the cost of production, so every producer wants to produce goods and services at the least cost and sell them at the highest price. Competition, however, controls the producer's power to charge any price he pleases.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Pages 96 and 100. Stores and offices compete with each other in price and quality to achieve maximum profit from the market.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 98. The location of a store helps to determine the extent of its competition. A store, however small, may enjoy a great power to set prices if there are no other stores selling similar goods where the customers can go.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Pages 108 and 113. Factories compete with each other in price, quality, and design and are sensitive to the attitudes of businessmen and consumers.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 120. Producers of raw materials compete in national and world markets where they face special problems that producers of manufactured goods do not face.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 125. Producers of raw materials compete in a special market for their products.

COMPETITION

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 267.
Businesses must look to the future and use new ideas for developing goods and services so that they will be able to produce goods and services people need or want in the future and can compete with other companies that are also developing ideas for new products.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-5.
In a free enterprise system, businessmen compete for customers who have freedom of choice.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-6.
Competition is basic to the operation of our system of business.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 124.
Variation in prices constitutes one form of competition.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 125.
To compete means to try to do something as well as or better than others.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 117.
In a competitive situation, a businessman has to have the right goods and services available at the right times, at the right price and in the right place. Otherwise, he would not be able to compete with other firms and might lose his business.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 55.
The city is a marketplace for goods and services where businessmen compete for profit. This competition plus the laws of supply and demand influences the price of goods.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 58.
Advertising effects competition for customers in the marketplace.

Grade 3, Urban America, (TE), Sadlier. Page 11.
The development of new sources of power led to competition and rivalry.

Grade 3, Urban America, (TE), Sadlier. Page 71.
Private businesses compete for the use of urban land.

CONSUMERS: CONSUMPTION: UTILITY: DEMAND

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 12.
The utilization of goods and services is the satisfaction of human wants.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 20.
Every member of a family is a consumer of goods and services. Some consumer goods may be consumed quickly and other goods are consumed slowly.

CONSUMERS: CONSUMPTION: UTILITY: DEMAND

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 39.
When people want to sell large quantities of a particular good for which there is little demand, the price tends to decrease. Demand for a good or service may be increased through advertising.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 12.
Consumption is the utilization of goods and services to satisfy human wants.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 20.
Every member of a family is a consumer of goods and services. Some consumer goods may be consumed quickly and others slowly.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 39.
When people want to sell large quantities of a particular good for which there is little demand, the price tends to decrease. Demand for a good or service may be increased through advertising. The utility of a good deminished as the user consumes more and more units of that good.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 9.
Consumer goods and services are goods and services that satisfy wants directly. The process of satisfying your wants is called consumption and the people whose wants are satisfied are consumers.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 1.
The basic economic problem confronting all people is the conflict between unlimited wants and limited resources. Everyone is a consumer of goods and services. To consume means to use goods or services.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 15.
Technological change and invention influences both production and consumption. Consumers want new and better goods and services.

Grade 1, Economics Education: New York. Page 26.
All people use both goods and services to fulfill their needs and wants. Everyone is a consumer but not everyone is a producer. Families produce some of the things their members consume but many of the goods and services a family needs are produced by someone else.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 25.
Demand for certain commodities motivated men to seek faster and shorter routes to their sources.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 29.
Every member of the family is a consumer with needs and wants.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 116.
Most family members are producers; all family members consume goods and services.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 119.
Some items can be consumed again and again while other items can be consumed only once.

CONSUMERS: CONSUMPTION: UTILITY: DEMAND

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 121.
All people do not consume the same things.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 178.
Consumer buying affects businesses and the number of people they employ.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 179.
If people stop buying one good and increase the purchase of other goods, jobs will decline in one industry and increase in others.

Grade 1, Teachers Guide to Economics, Oregon DEEP. Page 2.
All families must have food, clothing and shelter.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 22.
All members of the community are consumers of goods or services.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 89.
The people at the army post create a demand for many goods and services.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 270.
Most grownups are both producers and consumers.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 12.
Consumption is the utilization of goods and services to satisfy human wants.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 20.
Every member of a family is a consumer of goods and services. All families use consumer goods and services that satisfy primary wants for food, clothing, and shelter. Families also have secondary wants for consumer goods and services that make life more satisfying.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 39.
Demand for a good or service may be increased through advertising.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 22.
All of the consumers wants can't be satisfied because of limited income and because productive resources are scarce relative to the wants of all consuming units.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 265.
All family members are consumers.

Grade 2, Economics Education: New York. Page 4.
To satisfy the needs and wants of people in the community, production is needed. Goods and services are produced because people need and want to consume them.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 9.
Dogs consume; they use up goods and services.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 52.
Consumer demand can push the price of a product up, if supply does not increase.

CONSUMERS: CONSUMPTION: UTILITY: DEMAND

Grade 2, The Groups We Belong To, (TE), Follett. Page T224.
If people stop buying a product, the business will fail.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 56.
Most grown-up persons in a community are both producers and consumers.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 114.
Consumer choices determine what factories produce. The lack of consumer spending affects the production of durable goods more than nondurable goods.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 117.
The people who buy goods are called customers. Without customers, there would not be any factories or stores. There would not be a need for them.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 12.
Consumption is the utilization of goods and services to satisfy human wants.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 20.
Every member of a family is a consumer of goods and services. Some consumer goods may be consumed quickly and other goods are consumed slowly. All families use consumer goods and services that satisfy primary wants for food, clothing and shelter. Families also have secondary wants for consumer goods and services that make life more satisfying.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 39.
When people want to sell large quantities of a particular good for which there is little demand, the price tends to decrease.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 159.
All of the people in a school are consumers. The goods they consume are produced outside of the school.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 19.
A consumer "uses up" goods and services.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 52.
The demand for goods and services effects the price paid for them.

Grade 3, Investigating Man's World: Metropolitan Studies, Scott, Foresman. Page 53.
Production and consumption are interrelated with and dependent upon distribution.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 15.
All goods used directly by members of the family such as clothing, food or shelter are called consumer goods. Persons who use these goods are called consumers.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 56.
The results of supply and demand determine what goods and services are produced in the marketplace.

CONSUMERS: CONSUMPTION: UTILITY: DEMAND

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 224.
Producers can sell only as much as consumers want. Therefore, consumers determine what will be produced.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 294.
When the colonists would no longer buy any English goods on which they had to pay trade tax, they hurt English businessmen.

Grade 3, The Third Planet, (TE), Macmillan. Page 186.
When people who had never used coffee before began to drink it, there was a big new market for coffee.

Grade 3, Urban America, (TE), Sadlier. Page 15.
The needs of people determine the types of goods and services produced.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 17.
Specialization and the division of labor increase the quantity of goods and services that can be produced with a given amount of resources.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 15.
The pioneer farm family produced most of the goods and services it consumed; therefore, it was independent in determining what it would produce as well as how and for whom the goods and services would be produced.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 26.
Productivity increases as producers specialize.

Kindergarten, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10. Page 2.
Division of labor enables work to be done quicker, more efficiently and using fewer resources.

Kindergarten, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10. Page 3.
Division of labor enables families to meet their needs more efficiently.

Kindergarten, Economic Education for Washington Schools, (DEEP). Page 1.
People are interdependent.

Kindergarten, Economics Education: New York. Page 26.
The work of family members helps each of the other family members. Families must also depend on people outside the home to pruduce needed goods and services.

Kindergarten, Families, Fideler. Page 61.
Families divide the work so that each person can do the work he does best and thus more work can be done in less time.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Kindergarten, Families, Fideler. Page 100.
When each person does his share of the work, everyone is gratified.

Kindergarten, Families, Fideler. Page 125.
Children can do a part of the work of the family.

Kindergarten, People at Home, Laidlaw. Page 16.
Each member of a family helps the other members. Each member does what he can.

Kindergarten, People at Home, Laidlaw. Page 27.
When people work together to do a job, the work is done easier and faster. Each member does what he is best able to do.

Kindergarten, People at Home, Laidlaw. Page 32.
Fathers do jobs that are suited to their special abilities.

Kindergarten, Who Am I?, Sadlier. Page 7.
No person is completely self-sufficient; we depend upon people we do not know to provide materials we need.

Kindergarten, Who Am I?, Sadlier. Page 17.
We depend upon other people to provide services we need.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 55.
Specialization and the division of labor increase the quantity of goods and services that can be produced with a given amount of resources.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 174.
Because there are not enough resources to produce all of the goods and services man wants, man has attempted to extend the resources through specialization and technology.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 201.
People become more interdependent as they increase the specialization of all productive resources. Interdependence creates a need for trade.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 9.
The development of specialization has made people more interdependent.

Grade 1, Economics Education: New York. Page 14.
Family members help each other and are dependent among themselves.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 24.
The division of Labor increases efficiency and leans to acquisition of skill and improved technology.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 60.
The division of labor for Project Mercury was maintained during Glenn's flight.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 87.
Division of the Peary exploring group into teams is an example of division of labor and shows the interdependence of the members of an exploring party.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 115. A variety of jobs were done on Byrd's two exploring trips. Someone had to sail the ship, fly the planes, be able to repair motors, hunt animals for food, build shelters, and make plans for the whole group.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 133. Division of labor is not highly developed in societies that use primitive tools.

Grade 1, Families and Their Needs, (TE), Silver, Burdett. Page 69. The work of caring for the home and family is more efficiently accomplished when tasks are divided among the family members.

Grade 1, Families and Their Needs, (TE), Silver, Burdett. Page 80. Many farmers today specialize in a single product.

Grade 1, Families and Their Needs, (TE), Silver, Burdett. Page 84. Families depend on many workers to supply their needs.

Grade 1, Families and Their Needs, (TE), Silver, Burdett. Page 108. Pioneer families divided the work of preparing the wool shorn from the sheep they raised.

Grade 1, Families and Their Needs, (TE), Silver, Burdett. Page 116. The mass production of clothing today is divided among many people, thereby increasing efficiency as well as interdependence. The work involved in the manufacture of clothing has become highly specialized.

Grade 1, Families and Their Needs, (TE), Silver, Burdett. Page 144. There is a wide diversity of jobs in the United States.

Grade 1, Families are Important, Ginn. Page 49. Family members can work together to solve problems. They must depend upon one another, thus they are interdependent.

Grade 1, Families Around the World, (TE), Fideler. Page 35. With cooperation, a job can be finished more quickly.

Grade 1, Families Around the World, (TE), Fideler. Page 40. There are many jobs to do on a farm. These jobs get done faster if each member of the family does his share.

Grade 1, Families Around the World, (TE), Fideler. Page 77. Each member of the family has different jobs to do; this makes the work get done faster.

Grade 1, Families Around the World, (TE), Fideler. Page 88. Each member of a baseball team helps the team play a better game by doing his job in the game.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 1, Families Live Everywhere, Ginn. Page 35.
Children are dependent upon their mother and are willing to cooperate with her.

Grade 1, Families Live Everywhere, Ginn. Page 75.
Lapp families depend upon one another and cooperate.

Grade 1, Families Near and Far, Heath. Page 54.
Moving men are specialized workers who are trained in packing small objects and in moving large, heavy objects carefully and safely. Moving requires division of labor and cooperation of family members and professional movers.

Grade 1, Families Near and Far, Heath. Page 79.
Men's stores specialize in the kinds of goods they offer for sale.

Grade 1, Families Near and Far, Heath. Page 80.
Members of a family can cooperate in performing many jobs.

Grade 1, Families Near and Far, Heath. Page 116.
Cooperation is an essential part of the Eskimo way of life.

Grade 1, Families Near and Far, Heath. Page 123.
Most farmers specialize in one crop or one type of farming. Even on a specialized farm, the family produces foods for its own use.

Grade 1, Families Near and Far, Heath. Page 147.
Farmers and city workers are dependent on each other.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 24.
Work is usually divided among family members.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 27.
Family members divide work because the work can be done faster and better.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 41.
People work to produce something they need or want. To get the best results, work must be divided so that each person knows his job and can become increasingly expert in doing it. This is called division of labor or specialization.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 59.
The most efficient way of producing goods or services is by specialization.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 123.
The high standard of living in the United States results partly from a high degree of specialization of production. This specialization would be impossible without an outstanding transportation system.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 124.
Transportation is essential to trade and to the most efficient division of labor. Specialization makes communities interdependent. The interdependence of our society is complicated; it is important to realize that millions of people work to serve, feed, clothe, and house one another.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 186.
The interdependence of members of our society is complicated; it is important to realize that millions of people work to serve, feed, clothe, and house one another.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 234.
To get the best results, work must be divided so that each person knows his job and can become increasingly expert in doing it. Specialization makes possible the production of a wide variety of goods and services.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 27.
Each family member has a unique and special function with the family group.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 65.
Family members work at many tasks to provide for each other and to make the family happy.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 66.
Family members work together to achieve certain goals.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 123.
Many businesses depend on the production of goods and services by other businesses.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 132.
Labor is divided inside the home and outside the home. Man divides labor between himself and machines, so one of the most important specialists is the inventor. Because labor is divided among the people of the world, people depend on one another.

Division of labor (specialization) helps to produce better goods and services with fewer resources than could be produced without specialization; however, division of labor also causes people to depend on each other.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 134.
Although specialization enables us to produce more, it also makes us more dependent upon one another. Moreover, increasing specialization makes our work more monotonous.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 134.
Families divide the labor within the home in order to perform tasks more efficiently. Confusion results when labor in the home is not divided.

Grade 1, Our Working World: Families, (T), 2nd Ed., Senesh. Page 136.
People divide the labor in order to produce goods and services faster and better. Division of labor helps to get a job done better and more quickly.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 137.
Division of labor was a great innovation that enabled people and nations to produce more goods in a more efficient manner.

People are interdependent because of the division of labor and occupational and geographic specialization.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 140.
Countries as well as individuals are dependent on one another.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 141.
Different parts of the country produce different goods and services because of differences in human and nonhuman resources.

Transportation makes specialization easier.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 231.
Family rules may help the members of the family divide the labor.

Grade 1, People at Home, (TE), Laidlaw. Page 9.
Even children can help with the work.

Grade 1, People at Home, (TE), Laidlaw. Page 28.
Older children often help their younger brothers and sisters.

Grade 1, People at Home, (TE), Laidlaw. Page T5.
Division of labor results in increased productivity. People are interdependent for goods and services.

Grade 1, People at Home, (TE), Laidlaw. Page T15.
Children can help in getting dinner ready for the family.

Grade 1, People at Home, (TE), Laidlaw. Page T16.
Each member of a family helps other members.

Grade 1, People at Home, (TE), Laidlaw. Page T26.
We are all dependent on each other, not only for the things we need and want, but also for the jobs with which to earn the money we must have.

Grade 1, People at Home, (TE), Laidlaw. Page T30.
Families need and want the services that workers in their community provide.

Grade 1, People at Home, (TE), Laidlaw. Page T32.
Fathers do jobs that are suited to their special abilities.

Grade 1, People at Home, (TE), Laidlaw. Page T33.
Mothers do jobs they are able to do.

Grade 1, People in Our World, (TE), Follett. Page T59.
Some tasks would be extremely difficult or impossible to do without cooperation from others.

Grade 1, People in Our World, (TE), Follett. Page T143.
Usually the work in families is divided according to custom, ability, and circumstances.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 1, People in Our World, (TE), Follett. Page T152.
Early settlers demonstrated interdependence when they helped each other provide for basic needs. In present day communities, the division of labor calls for much more highly specialized knowledge and training. Without the services of many workers, each individual or family would have to do far more generalized work.

Grade 1, People in Our World, (TE), Follett. Page T157.
Families during frontier and colonial days worked together and helped each other to meet basic needs. They had a generalized economy and people handled many more roles to make up for the division of labor usually found in today's community. Families and people generally were not as interdependent as they are today.

Grade 1, People in Our World, (TE), Follett. Page T160.
There is evidence of interdependence among colonial families, but each family had to rely on itself for many of the conveniences that would normally be available to a person living in a modern community.

Grade 1, People in Our World, (TE), Follett. Page T161.
Community living increases interdependence as people perform different roles in the production of goods.

Grade 1, People in Our World, (TE), Follett. Page T163.
Many of the people who perform roles in this world need special training and knowledge. Such specialization increases the interdependence of people in the community.

Grade 1, People in Our World, (TE), Follett. Page T168.
Specialization increases interdependence among members in the community.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 1-8.
More goods can be produced when people depend on specialists.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 1-11.
We depend upon many people to provide us with the products and services we need or want.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 18.
We need other people.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 3-2.
Some farms specialize in the growing of grains and use technology for greater efficiency.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 3-3.
Farmers tend to specialize in what they grow or produce.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 4-7.
When people work and play together and cooperate, they can have more fun and get much more work done.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 93.
Working together in groups helps people learn to live together.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 162.
People working together supply needs and desires.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 163.
Everyone depends upon producers to make goods to fulfill needs and desires.

Grade 1, Teachers Guide to Economics, Oregon DEEP. Page 35.
People in a family divide the labor because this makes the work of the family go easier. If they specialize and divide the labor, they must cooperate with each other.

Grade 1, Teachers Guide to Economics, Oregon DEEP. Page 44.
People who work for businesses and governments divide the work. More goods and services can be produced when people divide their labor or become more skilled in what they are doing.

Grade 1, Teachers Guide to Economics, Oregon DEEP. Page 46.
As workers and businesses specialize, they must exchange their goods and services with one another.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 22.
As in a family, different tasks are performed by different members of the community.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 23.
As communities grow, specialization grows, thus improving methods and avoiding duplication of effort.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 41.
Today's population is large enough to provide specialized school buildings, facilities, and trained teachers for everyone.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 48.
Facilities vary in different schools, but schools today tend to have a greater degree of specialization than schools of the past.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 50.
Teachers are specialists. Nurses are specialists trained in health care. Custodians use special equipment and depend on the cooperation of people who use the school.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 59.
Specialized skills and equipment needed for learning about modern technology are among reasons why the long-ago approach of the parent teaching his child is no longer sufficient. Time is another factor, as parents themselves have specialized roles to perform.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 74. The American Indians divided responsibilities for meeting needs into men's tasks, women's tasks, and tasks they shared.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 75. Sharing work saves time and makes complex tasks easier to do.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 76. As societies become more complex, the members tend to specialize and to exchange or barter items.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 77. Increased and specialized technology necessitates involvement of time and effort in learning of skills.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 78. Long ago, men and women divided work to provide for their needs. Men were specialists in providing for the family's protection and food.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 88. Members of a family divide their work in order to do it more efficiently. They depend on one another.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 109. People who live in suburbs depend economically on the nearby city, and they depend heavily on automobiles and other forms of transportation to link them with the city.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 114. The Iroquois tribe divided its labor according to sex, with all men doing men's tasks, and all women doing women's tasks. The only specialization was between the two groups.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 116. Communities develop and become more complex as members specialize in their work. Cities and towns are a result of specialization. Colonial Americans practiced division of labor and specialization in work. As tools became differentiated and specialized, they increased specialization of man's tasks. The kinds of tools available in a community influences the extent of specialization and division of labor in the community.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 121. Communities are interdependent. Most communities could not exist without getting things from other places.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 124. Rural communities may specialize in the production of certain foods. The production of food involves many specialized tasks. Food is a basic need required for continuation of life and good health.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 130. As a result of technology and specialization, today's communities are dependent on each other. Good transportation facilities are essential for supplying goods needed in interdependent communities.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 137. Communities need specialized workers who know how to use specialized equipment.

Grade 1, You and Me, (TE), Macmillan. Page T1. In order to get many jobs done well, workers specialize in what they choose to do; no one person does everything.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 41. There was evidently sharp division of labor among male and female members of the ancient Eskimo family.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 45. Division of labor aids in the production of more and better goods and services.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 13. Transportation and communication are essential to trade and to efficient division of labor. Division of labor makes specialization possible. Specialization makes more and better goods and services available, but also makes communities interdependent.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 17. The Green family raises only one thing on its farm - turkeys. They specialize in raising turkeys.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 18. With division of labor, work is divided; each worker, concentrating on only one job, becomes highly skilled and efficient, thus contributing to the production of more goods and services.

Each community needs many goods and services that it does not provide for itself.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 61. The division of labor, or specialization, is the key to efficiency in production. In colonial times, there was far less specialization than in our time.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Pages 100 and 313.
Division of labor makes specialization possible. Division of labor and specialization aid in the production of more and better goods and services. Specialization makes communities interdependent. Transportation and communication are essential to the efficient division of labor and to the maintenance of specialized services.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 105. Special jobs require special skills and equipment.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 139. Division of labor makes possible the production of goods and provision of services for the satisfaction of human wants. Division of labor makes specialization possible. Division of labor and specialization aid in the production of more and better goods and services. Specialization makes communities interdependent.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 141. Specialization tends to increase skill and proficiency in the special area. Sepcialization also leads to technological advances through inventions and discoveries.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Pages 147 and 241.
Specialization makes communities interdependent. Interdependence involves the equitable use of the earth's resources for the common good. Transportation and communication are essential to trade and to the efficient division of labor.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 152. By specializing, people in different communities can concentrate their efforts on the production of specific goods and services. Thus, a variety of goods or services become available, and people do not have to make everything they want or need by themselves. If communities specialize, they do not make everything they need and must depend on other communities to supply many of the goods and services they need; thus good transportation between communities is essential.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 170. Division of labor means dividing the process of production into specialized jobs, each involving a limited number of functions. Division of labor makes specialization possible. Specialization makes communities interdependent.

Grade 2, American Communities, (TE), L-V Ed. Allyn and Bacon. Pages 182 and 217.
Division of labor means dividing the process of production into specialized jobs, each involving a limited number of functions. Division of labor makes specialization possible. Division of labor and specialization aid in the production of more and better goods and services. Specialization makes communities interdependent.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 262. Division of labor and specialization aid in the production of more and better goods and services for the satisfaction of human wants. People are interdependent - they depend upon one another to satisfy their needs and wants.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 263. Farms around Webster City specialize mainly in growing feed grain for livestock.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 266. A grain farm is one that specializes in producing grain rather than fruit, vegetables, or livestock.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 270.
The division of labor leads to the acquisition of skills and economic efficiency.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 276.
Division of labor and specialization aid in the production of more and better goods and services. Specialization makes communities interdependent.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 283.
Division of labor and specialization aid in the production of more and better goods and services for the satisfaction of human wants. The different areas of a community are interdependent.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 291.
Specialization and advances in technology have improved methods of agriculture and increased production. Division of labor and specialization make communities interdependent.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 293.
Through specialization and modern methods, farmers grow more and better food and raise higher quality animals - and all with less work.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 294.
Farmers depend on city people to process, transport, buy, and sell their products.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 296.
Improved tools, machines, and technology result in greater specialization and higher productivity.

Grade 2, Australia and the Aboriginies, (TE), L-V Ed. II, Allyn and Bacon.
Page 60.
Division of labor is not highly developed in most societies that use primitive tools.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 101.
Specialization and the division of labor increase the quantity of goods and services that can be produced with a given amount of resources.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 14.
People are interdependent. Specialization in work causes people to depend on one another.

Grade 2, Communities at Work, Heath. Page 26.
Members of a community are dependent on each other. For example, one man provides goods or services for the townspeople; they in turn provide him with the things he needs.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 2, Economic Education Curriculum Guide, Oklahoma. Page 15.
The pioneer farm family had to resolve the scarcity problem by producing most of the goods and services it consumed. Thus, the pioneer farm family was quite independent in determining what it would produce as well as how and for whom the goods and services would be produced. As a society advances until the use of machines and equipment eliminates the need for most manual labor, individual workers become specialized and interdependent. The individual family no longer functions independently in producing goods and services primarily for its own consumption.

Grade 2, Economic Education Curriculum Guide, Oklahoma. Page 26.
Productivity usually increases as producers specialize.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 22.
Communities are dependent upon other communities.

Grade 2, Economic Education of Arkansas Elementary Schools. Page 158.
All workers in a school are specialists. They have been trained to do a certain thing. When people divide the work that has to be done and do what they can do best, we have division of labor. It makes the work easier for everyone and the work is done better. Division of labor makes all people dependent upon each other, or interdependent.

Grade 2, Economic Education of Arkansas Elementary Schools. Page 178.
Because there are not enough resources to produce all of the goods and services man wants, man has attempted to extend these limited resources through specialization and technology. Most producers are specialists.

Grade 2, Economic Education of Arkansas Elementary Schools. Page 204.
People become more interdependent as they increase the specialization of all productive resources. Interdependence creates a need for trade.

Grade 2, Economic Education of Arkansas Elementary Schools. Page 265.
Division of labor is found within the family.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 17.
Specialization, or division of labor, increases the efficiency of production and increases interdependence.

Grade 2, Economics Education, New York. Page 16.
Businesses that specialize in producing one kind of good or service are dependent on other businesses which produce other goods and services that they need. Communities are interdependent.

Grade 2, Everyone Lives in Communities. Ginn. Page 4.
An example of economic specialization in Switzerland is the efficient use of readily available raw materials and labor.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 2, Everyone Lives in Communities, Ginn. Page 80.
In Kuwait, merchants need herders for the camels and also men to be guards. Each person supplies his service; and together the job is done. Specialization is very important in modern industry, for example, banks and big companies supply capital, scientists locate petroleum, engineers develop equipment, drillers and riggers set up and operate equipment, refinery workers process it, shipbuilders build tankers, shippers deliver the oil. Each person plays an important role in the production of oil.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 5.
In families of long ago, each person helped meet the family's needs: the girl spins wool for clothes; Father brings in green corn; Mother works over the open fire.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 14.
Many stores specialize in products they sell: drugs, television sets, books, and games.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 30.
Many workers are needed to build a house - cement workers, bricklayers, plumbers, painters, and others. Each worker needs great skill.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 56.
Farm families share the work.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 62.
Watchmakers are very skilled workers.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T14.
Through the years, family members have worked together in many ways to satisfy their needs.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T15.
Long ago in our country, families raised their own food. Everyone in the family helped to get food for the family.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T16.
Long ago in our country, families made many of the things they needed.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T23.
Stores tend to specialize in the kinds of things they sell.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T24.
Families depend on sources outside the family to meet many of their needs. Families depend upon many different community facilities to help them meet their needs.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T64.
Children in Switzerland, as well as grown-ups, help with the work.

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Grade 2, Families and Social Needs, (TE), Laidlaw. Page T106.
Many Swiss schools give special kinds of training.

Grade 2, The Groups We Belong To, (TE), Follett. Page 79.
People often produce goods or services in order to earn money that they can exchange for other goods and services. Thus they are interdependent with other people.

Grade 2, The Groups We Belong To, (TE), Follett. Page T218.
Today, due largely to changed technology, the roles of family members are specialized. Most family "breadwinners" work in specialized jobs where they earn money to buy foods which need little further preparation before being eaten.

Grade 2, Investigating Man's World; Local Studies, Scott, Foresman. Page 46.
Specialization of labor increases the production and decreases the cost of goods and services. Specialization applied to workers leads to the division of labor in the production process.

Grade 2, Investigating Man's World; Local Studies, Scott, Foresman. Page 51.
Specialization, in some degree, is found in all societies. As the people of a society become more skillful in production, their individual work tends to become more specialized. Increased specialization in a society causes, in turn, increased interdependency in the society.

Grade 2, The Needs of Man, Fideler. Page 27.
Specialization leads to interdependence which demands a market where buyers and sellers can meet.

Grade 2, The Needs of Man, Fideler. Page 31.
There is division of labor when the total work of a community is divided among the people who perform the work. Division of labor is absolutely necessary to help us meet our needs. If there were no division of labor, each person would have to take care of all his own needs.

Grade 2, The Needs of Man, Fideler. Page 31.
Today, the degree of specialization differs greatly from one country to another. In modern nations like France and the United States, nearly every person specializes in some kind of work. In some countries, many people are farmers or hunters who supply most of their needs and who buy very few goods or services from other people. Specialization leads to a higher standard of living.

Grade 2, Observing People and Places, (TE), American Book Co. Page 1-5.
People depend on other people for satisfaction of their basic needs. Goods and services are produced by specialized workers.

Grade 2, Observing People and Places, (TE), American Book Co. Page 1-10.
A shopping center is a congregation of specialized shops, employing specialists.

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Grade 2, Observing People and Places, (TE), American Book Co. Page 1-15.
People in most neighborhoods depend on others living there for help in special situations.

Grade 2, Observing People and Places, (TE), American Book Co. Page 8.
Most people cannot make all the goods they need. They get their food, clothing, and shelter through the work of others.

Grade 2, Observing People and Places, (TE), American Book Co. Page 22.
Neighbors depend on one another.

Grade 2, One Plus One, (TE), Macmillan. Page 22.
People need people outside their families every day.

Grade 2, One Plus Ohe, (TE), Macmillan. Page T1.
Increased specialization in production has led to interdependence among individuals, communities, states, and nations. Families are dependent on many other people to satisfy their needs and wants. As individuals within a society become more specialized in what they do, their need for goods and services becomes greater.

Grade 2, One Plus One, (TE), Macmillan. Page T30.
The long-ago ways of doing things were used in homes by families - each family met its needs for itself.

Grade 2, One Plus One, (TE), Macmillan. Page T38.
Workers depend on other workers.

Grade 2, One Plus One, (TE), Macmillan. Page T41.
Interdependence, or a people-needing-people relationship, increases over the years.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 47.
Division of labor makes specialization possible. Division of labor and specialization aid in the production of more and better goods and services. Specialization makes communities interdependent.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 53.
There is interdependence among people in various areas of a community.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 56.
Division of labor and specialization aid in the production of more and better goods and services for the satisfaction of human needs and wants.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 57.
The division of labor, a major factor in the production of so many goods and services, enables an individual to prepare for a single occupation. When a person prepares for a single occupation, he becomes dependent on the work of others to satisfy his needs and wants.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 60.
Dividing the work relieves individuals of the necessity of learning and doing all the work; it affords the opportunity to learn one job very well - to develop special skills, or specialize.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senseh. Page 72.
Farmers specialize according to their location in terms of climatic conditions and proximity to markets.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 128.
People working in neighborhoods where raw materials are produced depend on factories outside these neighborhoods to buy the raw materials.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 176.
Interdependence helps to keep people together.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 46.
Communities are interdependent.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 64.
Grain farming employs specialized workers and equipment.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 94.
Division of labor increases the efficiency of meat and dairy processing.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 95.
Large-scale meat processing involves specialized workers and equipment. Specialization enables a large volume of work to be done efficiently and well, thereby relieving other people of that kind of work.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 101.
A specialized job like that of a gaucho often requires special equipment such as a bola.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 144.
Making cotton clothing is a process that employs specialized workers and equipment. Division of labor is necessary for efficient mass production.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 57.
Stores specialize in the goods and services they offer.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 117.
Many people provide special functions during an operation.

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Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 191.
When people do not make everything they need, they become dependent upon other people to provide goods and services.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 199.
People specialize in one job. When this is done, work is done more efficiently.

Grade 2, Teachers Guide to Economics, Oregon DEEP. Page 8.
Most producers are specialists. Specialists work faster and better because they have specialized skills and knowledge.

Grade 2, We Live in Communities, Ginn. Page 12.
People in communities cooperate to meet their needs. Communities, like individuals, are interdependent. People in communities work in a variety of jobs and enjoy themselves in many ways.

Grade 2, We Live in Communities, Ginn. Page 28.
Individuals and groups are interdependent and from this interdependence some varying degrees of conflict and cooperation. Specialization and division of labor make it possible to produce more goods and services, more quickly.

Grade 2, We Live in Communities, Ginn. Page 50.
Specialization increases production.

Grade 2, We Live in Communities, Ginn. Page 57.
Specialization leads to interdependence.

Grade 2, We Live in Communities, Ginn. Page 64.
The uneven distribution of resources is one factor leading to interdependence.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 152.
Specialization and the division of labor increase the quantity of goods and services that can be produced with a given amount of resources.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 9.
Communities have special buildings to use for churches, stores, and other things.

Grade 3, Communities and Social Needs, (TE), Laidlaw.
Cities are more specialized than rural towns. There are many more kinds of jobs in the big cities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 61.
Communities need to trade with other communities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T34.
People in big cities depend upon one another for goods and services.

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Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T36.
Some special kinds of schools can be found only in big cities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T43.
Every community needs many kinds of workers.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T44.
Every community depends on other communities for some of its needs.

Grade 3, The Communities We Build, (TE), Follett. Page T37.
When members of a community have specialized knowledge, the community is able to fill many of the wants and needs of its members.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 3-3.
In the United States today, the processing and creating of food, clothing, and shelter is divided among many members of society.

In a modern society, most workers specialize in producing only one part of a final product.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 65.
It takes many kinds of specially trained workers to put up a new building.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 67.
Because each group of workers does one special job on many buildings, each group is highly skilled. This is one way work is divided in modern America.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 4-6.
All people are to some degree dependent upon others.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 4-7.
There was a great degree of cooperation among the Plains Indians. This way of life was absolutely essential for survival.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-4.
The specialization of labor in a complex society creates a great degree of interdependence.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-5.
Greater interdependence is created by specialization.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 131.
Our country must maintain friendly relations with the countries from which we import oil because we are dependent upon them.

Grade 3, The Earth and Man, Fideler. Page 99.
When people began to live in cities, they found that dividing up the work helped them meet their needs better than ever before.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 3, The Earth and Man, Fideler. Page 116.
Long ago, people found they could have a better way of life if they divided up the work of the community. Each person is happier when he does the kind of work he likes best. A person can do more of the kind of work he learns to do well.

Grade 3, Economic Education Curriculum Guide, Oklahoma. Page 15.
As a society advances, the use of machines and equipment eliminates the need for most manual labor. Individual workers become specialized and interdependent.

Grade 3, Economic Education Curriculum Guide, Oklahoma. Page 26.
Productivity usually increases as producers specialize.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 76.
Production is carried on most efficiently when all of the productive resources are specialized. Geographical specialization is the specialization of land use. The people who are skilled in doing special work in certain areas are occupational specialists. The use of special tools is called technological specialization.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 6.
When people specialize, they become more efficient and therefore can produce more.

Grade 3, Greenfield and Far Away, Heath. Page 26.
Most Americans live in towns or in large cities because of the specialization of their work.

Grade 3, Greenfield and Far Away, Heath. Page 36.
Specialization of work has brought about greater efficiency and a higher standard of living. Each member of a modern community is dependent upon others for most of the goods and services he requires.

Grade 3, Greenfield and Far Away, Heath. Page 48.
Some food stores specialize in the selling of only one type of food.

Grade 3, Greenfield and Far Away, Heath. Page 99.
Communities have become interdependent as a result of regional specialization and the exchange of goods.

Grade 3, Investigating Man's World - Metropolitan Studies, Scott, Foresman. Page 47.
Division of labor means that each worker does a part of the job.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 22.
A person who concentrates his skills on producing one item is a specialist.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 65.
Division of labor means that the work of producing goods is so divided that each worker can do one job or part of a job; in other words, the worker specializes. This speeds up production and so makes many more goods available.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 139. U.S. Industry encompasses thousands of separate industries and occupations. These become links in the chain of production that extends from raw materials to finished goods. Within each industry there are many different jobs. This division of labor and specialization of industries has led to vast improvements in production efficiency.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 23. The degree of specialization a community can achieve depends on the size of the agricultural surplus.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 46. Specialization is possible only where people live near one another.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 50. Farmers needed good farming land to produce a surplus of food; without a surplus, no one would be freed for other tasks. A surplus and the division of labor are necessary to the growth of a village or town.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 77. The large number of people and the high degree of division of labor and specialization all contribute to the enormous number of choices available in cities. Division of labor frees people to do what they choose to do and can do best. It makes possible more choices for everyone. In short, it makes for economic efficiency.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 91. One reason for the separate branches of government is functional - the application of division of labor.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A.. Senesh. Page 28. People living in cities specialize in producing goods and services and depend on one another to meet their wants and needs.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 44. The systems of a city interact and are related to the systems of other cities in the nation and in the world.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 45. Many different specialists work within the economic system of a city.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 54. Rural communities, small towns, and cities are interdependently connected for exchange of goods and services.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 98. The farmers around Athens specialize in growing grapes and olives. They then trade these products with other countries which supply them with other things they need.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 280. New Rotterdam's economic base is carefully planned so that the city specialized in a few industries.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 3, People Use the Earth, Silver, Burdett. Page 37.
Technological advances in agriculture result in increased production but bring problems as well.

Grade 3, The Social Sciences, Concepts and Values, (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 53.
All people depend on each other for their needs.

Grade 3, The Social Sciences, Concepts and Values, (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 136.
In most families around the world, each member has some kind of work to do. In most families, the members depend on each other.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 138.
Women do a variety of work, not just housework. Many others depend on the work of women.

Grade 3, The Social Sciences, Concepts and Values, (Green) (TE), 2nd Ed. Harcourt, Brace, Jovanovich. Page 148.
In the Puritan community, each person was important to his own family. Each person was important to other families in the community too.

Grade 3, The Social Sciences, Concepts and Values, (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 167.
In every community, people are interdependent.

Grade 3, The Social Sciences, Concepts and Values, (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 212.
People in a community depend on each other for goods and services.

Grade 3, The Social Sciences, Concepts and Values, (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 222.
The colonists depended upon each other because each person with a special skill provided goods for the other people in the community.

Grade 3, The Social Sciences, Concepts and Values, (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 232.
In Pennsylvania, people specialized in their fields and traded goods and services with each other.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 243.
Everyone depends on others.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 244.
People in a community depend on each other for goods and services.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 326.
City people depend on farm people to help them get what they need. Farm people also depend on city people for some of their needs.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 3, Teachers Guide to Economics, Oregon DEEP. Page 14.
Most of our producers are specialists. They concentrate on the production of particular goods and services; and they use special tools to make the work go faster and easier.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T35.
Farmers who work in the country help make large cities possible by supplying food and they help cities grow through trade. Farmers exchange the money earned from the food they grow for the goods made or processed in the cities.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T41.
Often a city becomes specialized in one kind of activity, usually depending on its location, but many cities are widely diversified in their activities.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T53.
In 15th Century Europe, the city depended on the farmers for food and in turn provided them with military protection and a market place to trade their crops for goods and services.

The work done by people in cities became specialized as the populations increased.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T54.
The activities of people have continued to become more specialized until now even farmers are specialized. A major advantage of specialization in jobs is that most people can work for a living doing the one thing they do best.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 20.
Cities have many different kinds of schools. There are schools which teach people special skills.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 21.
With the money people make from their work, they can afford to pay for what they need. They need people to sell them food, to fix their cars, to build their houses, and to make their clothes.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 39.
A little of everything is done in all cities. But some cities specialize. They make mostly one kind of thing.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 42.
Some cities specialize in selling things. These are called commercial cities.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 75.
Large cities have many specialized stores. A specialized store sells only one kind of product.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 92.
Today people have become more specialized than ever. When people specialize, they become skilled at doing one job very well. By doing only one thing, they could do that one thing very quickly.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 95.
The people in places without cities are so busy feeding, clothing, and housing themselves that they do not have time to specialize. Without specialization and trade, they do not have many of the things we enjoy.

Grade 3, Urban America, (TE), Sadlier. Page 10.
Rural people depend on city people.

Grade 3, Urban America, (TE), Sadlier. Page 11.
Specialization in industry provides improved goods and services.

Grade 3, Urban America, (TE), Sadlier. Page 15.
Specialization increases efficiency in producing goods and services.

Grade 3, Urban America, (TE), Sadlier. Page 51.
Specialization and division of labor make possible greater efficiency in protecting society.

Grade 3, Urban America, (TE), Sadlier. Page 57.
Specialization and division of labor make it more difficult for the uneducated to get jobs.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 1, Families Near and Far, Heath. Page 121.
Industrialization has allowed Eskimo people to move into cities and adopt modern ways.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 123.
A good transportation system is essential in the economic development of nations.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 104.
It is becoming increasingly apparent that unless the consumption of resources is strictly limited, the environment will be damaged beyond repair. Man is facing the necessity of a shift in priorities, a shift from attempting to fulfill his unlimited desires to attempting to save his environment.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 109.
The production of goods and services creates various forms of pollution.

Grade 1, People in Our World, (TE), Follett. Page T152.
As increasing numbers of people congregate in urban communities, the natural beauty of the environment may be destroyed, and problems such as air and water pollution may result.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 23.
A community's advancement may be related to the skills, tools, and knowledge that the people possess. As communities grow, specialization grows, thus improving methods and avoiding duplication of effort.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 120.
Traffic congestion is a serious urban problem.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 149.
Yakima, as other communities, owes much of its growth and development to modern transportation.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 163.
As a company-owned town, Crossett did not progress over the years.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 170.
Economic choices influence the development of a community.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 175.
Economic growth and improved living standards depend largely on improved tools, machines, technology, and organization, which in turn mean greater specialization and higher productivity.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 198.
Pollutants in smoke and fog can cause disease, can make a mild disease worse, and can cause death.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 210.
Pittsburgh has an abundance of mineral resources. Discovery of these resources stimulated the industrial growth and development of the city.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 223.
Among the main factors in the rapid growth of a city is an advantageous location in reference to the flow of people and goods.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 224.
Pittsburgh's location as a trading center made it convenient for industries to receive shipments of raw materials and to distribute finished products. As industries grew, they attracked more workers, and the population of Pittsburgh grew.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 50.
Fort Snelling was the nucleus of a pioneer settlement that eventually became the city of Minneapolis.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 54.
The settlers made Saint Anthony Falls work for them. This town has an abundant and efficient power supply, and they used it to operate the nearby sawmills.

Grade 2, Communities at Work, Heath. Page 30.
Market towns are the business centers for farm areas. They both depend upon transportation. Products must be shipped out to other markets.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 2, Everyone Lives in Communities, Ginn. Page 2.
As cities grow bigger, they provide greater occupational opportunities, better transportation, and communication facilities, more cultural activities, better public education facilities, and natural gregariousness.

Grade 2, Everyone Lives in Communities, Ginn. Page 20.
Cities are planned where they are, for reasons of defense, food supply, communication, power source, and for natural resources.

Grade 2, Everyone Lives in Communities, Ginn. Page 21.
Trade helps a community grow.

Grade 2, Observing People and Places, (TE), American Book Co. Page 3-1.
Growth in population and technology brings about changes within a community.

Some cities have not grown, or have, in fact, "died", because people's needs change, or natural resources are diminished, and people leave the city.

Grade 2, Observing People and Places, (TE), American Book Co. Page 3-2.
Cities grow when they have the resources to provide for the growing needs of their people.

Grade 2, Observing People and Places, (TE), American Book Co. Page 3-3.
Railroad transportation strongly influenced the location and growth of some major cities.

Grade 2, Observing People and Places, (TE), American Book Co. Page 3-4.
Planning is necessary if a city is to grow in an orderly and attractive way.

Grade 2, Observing People and Places, (TE), American Book Co. Page 3-7.
Communities do not grow when they lack the resources to provide for the needs of their people.

Grade 2, Observing People and Places, (TE), American Book Co. Page 58.
Many years ago, a railroad was built in Georgia. Atlanta grew up in the place where the railroad ended. The railroad helped Atlanta to grow.

Grade 2, Observing People and Places, (TE), American Book Co. Page 7-7.
Transportation is necessary to the growth and development of cities.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Page 40.
Nearness of the activities of the city affects the price of land, the number of residents, and the kinds of buildings in urban neighborhoods.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Page 51.
The increasing growth of suburban neighborhoods causes many problems for cities and suburbs.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Page 56.
Small neighborhoods are changing as a result of improved transportation and mass communication, but the change is less rapid than that in urban neighborhoods.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Pages 68 and 75.
As a result of improvements in technology, mass communication, and transportation rural neighborhoods are changing.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Page 91.
Housing reflects the new ideas, discoveries, and inventions of architects and engineers.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Page 96.
Changes in transportation and population have changed the size and location of stores and offices and the kinds of goods and services they provide.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Page 112.
Factories attract other businesses.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Page 116.
Factories in a neighborhood can create benefits for workers but problems for the environment and, as a result, the citizens of the community.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Page 120.
The production of raw materials changes the environment and often causes problems for producers, consumers, and people living in neighborhoods producing raw materials.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Page 189.
Neighborhoods change when there are changes in land use, buildings, streets, and roads, or people.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh.
Page 190.
Discoveries can change the use of land and alter the character of a neighborhood. The invention of new machines can cause adverse changes in some physical and economic aspects of neighborhoods. The invention of new machines and the increasing use of machines (technology) may promote the development of new neighborhoods.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 215.
Neighborhoods have interrelated parts, and changes in any of the parts usually require planning for the welfare of the neighborhood.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 57.
Pollution of lakes, streams, and ocean waters is a danger to fish populations and to all other life on earth. Pesticides and industrial wastes are major sources of water pollution.

Grade 2, We Live in Communities, Ginn. Page 42.
Houston's function as a distribution center has been a major factor in its development.

Grade 2, We Live in Communities, Ginn. Page 50.
Workers have come to the city from farms where machines now do the work they once did.

Grade 2, We Live in Communities, Ginn. Page 72.
Specialization increases the need for cities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 54.
Communities with industries attract families.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 58.
Communities that are short of skilled workers do not grow.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 108.
Large cities attract people and usually continue to grow.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 115.
Transportation is difficult in mountains. This is one reason why there are few large communities in the mountains of Mexico.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T22.
Transportation influences the development of communities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T70.
Communities like Hawaii attract people from many places on earth.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T72.
Large cities often develop in communities in warm lands.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T98.
A city must have land if it is to grow. Cities such as Amsterdam get new land from the ocean floor.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T109.
Good means of transportation are vital to all large cities.

Grade 3, The Communities We Build, (TE), Follett. Page T116.
A supply of natural resources are important to the location and growth of a community.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 3, The Communities We Build, (TE), Follett. Page T164.
Inventions have contributed to the growth of cities.

Grade 3, The Communities We Build, (TE), Follett. Page T168.
Transportation helped cities grow by making it possible for people to move things to faraway places.

Grade 3, The Communities We Build, (TE), Follett. Page T171.
If cities grow too large, they might become too crowded. If there are too many people, it might be hard to be sure all the people get everything they need. It might be harder to take care of the city and keep it clean.

Grade 3, The Communities We Build, (TE), Follett. Page T228.
Cities need people to grow.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-1.
Mass transportation is essential to the life of a nation today. Transportation is necessary to enable a nation to function, but modern methods of transportation create many problems, such as traffic congestion and air pollution.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-2.
Many modes of transportation create many problems for cities and for the nation as a whole.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-11.
Although technology has provided transportation, many methods of modern transportation have caused problems of pollution.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-12.
The invention of the airplane revolutionized travel and opened new frontiers for space exploration.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 3-3.
Machines (technology) can both create and replace jobs held by people.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-6.
A natural resource or its by products may pollute other natural resources.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 6-4.
Man is dependent on nature for existence. Profit-oriented value systems can produce destruction of natural resources. Exploitation of natural resources can result in harmful change.

Grade 3, Greenfield and Far Away, Heath. Page 97.
Towns grow in response to new industry, increased population, and the needs of a larger population. Towns become smaller when a change in industry or business, an epidemic, the lure of another area, or the like results in a decrease in population.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 116.
Whenever "boom towns" sprout up, problems sprout up right along with them.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 133. Factories, for the most part, were built in cities because of the labor market available there. This in turn, stimulated city growth.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 140. Government subsidation of business has also been an important growth factor.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 155. Towns are located where there is convenient transportation.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 156. Problems of housing, employment, food supply, education, law and order, and transportation are especially severe when cities grow very fast.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 45. Since trade and commerce are fundamental to the well-being of most cities, methods and modes of transportation have a great influence on the location of cities. Cities have often developed at a natural break in the transportation method. When the flow of goods is interrupted, there is a need for storage, sales, or reshipping services.

Another factor affecting site selection of cities is climate.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 47. A navigable river remains an important factor in the growth of some communities today. The growth of many of today's great commercial centers began with a few industries, such as shipbuilding and ship repair, which were related to trade.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 48. Improvements in transportation changed the patterns of city and suburban development.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 56. There are many reasons for the trend away from the central cities.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 66. Slums are an economic, social, and moral drain on the entire community.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 84. Rising urban crime rates are a major problem in cities.

No large community can exist, much less grow, without an adequate transportation system.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 109. An extreme housing problem is the slum.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 113. Slums are an economic, social, and moral blight that is enormously costly to everyone in terms of money, waste, of human resources and degradation of human beings.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 26. Cities have developed in areas where it is easy for man to work and trade.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 46. Changes in one system can cause changes in other systems in the city.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 64. The city attracts many people because it is the center for many activities that serve the city and other areas.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 96. The physical location of Athens facilitates sea trade with other cities.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 157. Singapore's favorable geographic position enabled it to develop into one of the world's busiest seaports.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 166. The development of cities followed a certain historical pattern, and the locations of cities were affected by access to power, transportation and resources.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 169. Many factors influence the location of cities.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 170. The development of the railroads, the automobile, and the airplane all stimulated the growth of cities.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 171. The development of cities followed a certain historical pattern, and the locations of cities were affected by access to power, transportation, and resources.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 174. The location of many cities was originally determined by the nearness of natural resources or by geographical features.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 178. The growth of a city depends on many factors: the availability of food, space and transportation; the kinds of businesses it attracts; and the quality of its environment and its government.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 190. The Industrial Revolution helped London grow. Despite efforts of government and regional planners, London and the new towns around it continue to grow.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 212. Growing crime rates have become one of the major problems of cities.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 236.
Transportation and communication systems have provided many important services and have changed the pattern of life in the cities and in the countryside.

The spreading network of transportation and communication systems has created many problems that man is trying to solve.

Communication systems have affected modern life by changing the pattern of economic activities, providing an increasing amount of information and diminishing the differences between cultures.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 282.
In some countries, regional planning encourages efficient industrial growth.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 286.
Because Edmonton and Calgary are located in farmland near valuable raw materials and large recreational areas, both cities are growing rapidly.

Grade 3, People Use the Earth, Silver, Burdett. Page 171.
Cities depend on natural resources.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 235.
Utilization of resources may result in changes in the environment, many of which are not beneficial.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 244.
Groups may affect their environment when they produce goods and services.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 247.
Today environmental pollution is one of the most serious problems facing people everywhere in the world.

Grade 3, The Third Planet, (TE), Macmillan. Page 190.
Highways and railroads were very important to Sao Paulo. They helped to make it grow and become rich. Another natural resource which helped Sao Paulo grow were the rivers near the city.

Grade 3, The Third Planet, (TE), Macmillan. Page 193.
People have moved into the city faster than it has been able to take care of them. Their hopes and dreams sometimes do not come true.

Grade 3, The Third Planet, (TE), Macmillan. Page 194.
A city that grows too fast has many problems.

Grade 3, The Third Planet, (TE), Macmillan. Page 280.
We can expect change to go on. But we need to think harder about how we use the earth. We know that there is danger of harming all of our atmosphere by the smoke and waste that we are pouring into it.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 3, The Third Planet, (TE), Macmillan. Page 170.
There is a balance in nature that can be easily upset by man, often with harmful results for him. The unwise use of natural resources can result in tremendous costs to future generations.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T41.
New inventions have changed cities and stimulated their growth.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T46.
Cities grow at different rates; large cities tend to grow faster than small ones.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T53.
With some people freed from farming, inventions were made more rapidly. New technology improved life for both farmers and city dwellers, and thus stimulated the growth of cities.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T54.
There are still places in the world where cities have not grown. The people living in these places neither produce a surplus food supply, nor engage in extensive trade, nor have a wide variety of specialized roles and activities.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T88.
Far-sighted businessmen are aware that redevelopment of blighted areas is in their eventual best interest and justifies the expenditure of private capital.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 85.
In order for people to be able to live in cities, there must be food for them to eat every day. They must have a permanent food supply.

Grade 3, Urban America, Sadlier. Page 8.
Pollution seems to be the city's most publicized problem in the seventies. City dwellers must act quickly to solve the problem of air, water, trash and noise pollution before it destroys their health and their environment.

Grade 3, Urban America, (TE), Sadlier. Page 10.
Growth of the cities would eventually result in change.

Grade 3, Urban America, (TE), Sadlier. Page 12.
The emergence of an industrial America was hastened by the transportation revolution. Urban problems increased as progress was made.

Grade 3, Urban America, Sadlier. Page 17.
The early cities attracted businessmen, manufacturers, shipping line owners, and other wealthy people because they were the center of trade.

Grade 3, Urban America, Sadlier. Page 29.
The transportation revolution completely changed the face of the American city.

Grade 3, Urban America, Sadlier. Page 31.
The transportation revolution allowed cities to develop and grow. But it also had some very bad effects on the city.

ECONOMIC FACTORS AFFECTING GROWTH

Grade 3, Urban America, Sadlier. Page 58.
Overcrowding, lack of funds, and a shortage of good teachers trouble urban school districts.

Grade 3, Urban America, Sadlier. Page 161.
Air pollution is a curse that afflicts almost all of the world's metropolitan areas. In America, the wastes produced each year are turning areas of the country into stinking, dirty, lifeless places.

Grade 3, Urban America, Sadlier. Page 165.
Industry must bear most of the blame for water pollution.

Grade 3, Your City: Problems and Promises, Sadlier. Page 5.
America's growing urban centers face many problems. Poverty, slums, crime, and bad pollution head the list. The crowding in the cities makes these problems very serious.

Grade 3, Your City: Problems and Promises, Sadlier. Page 27.
Businesses were built along the main bus and trolley routes to the city. City centers swelled with population and commerce.

Grade 3, Your City: Problems and Promises, Sadlier. Page 65.
Poverty is one of the most pressing and dangerous problems facing American cities today. Unless poverty is eliminated in American cities, the very future of the nation is uncertain.

Grade 3, Your City: Problems and Promises, Sadlier. Page 109.
Today, the vital transportation networks upon which cities depend are in great trouble.

ECONOMIC GOALS

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 45.
Education and skills contribute to economic stability.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 54.
Property, whether public or private, must be respected if waste, destruction, and injustice are to be avoided.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 174.
Involuntary unemployment creates problems for the individual, the family, and the nation.

Grade 2, One Plus One, (TE), Macmillan. Page T82.
Maintaining justice is a government function.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 72.
We all want clean air, clean water, honest government, fair taxes, good schools, good homes, and jobs for everyone in our community. But these things do not just happen. We must think hard about good changes and then work to make them happen.

ECONOMIC GOALS

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 118. If people are more secure, not afraid of losing their jobs to people who would work for lower pay, there is less trouble and suffering among cultural groups.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 104. Government's chief job is to promote the general welfare at the same time it protects the rights of the individual.

EFFICIENCY

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 18. Efficiency is the production of a maximum amount of goods and services with a given amount of resources or the production of a given amount of goods and services with a minimum amount of resources.

Grade 1. The Child's World of Choices, Davison and Kilgore. Page 56. Efficiency is producing a maximum amount of goods and services with a given amount of resources or producing a given amount of goods and services with a minimum amount of resources.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 70. Productive resources are scarce and should be used efficiently. If resources are wasted or misplaced or torn up, they cannot be used at all.

Grade 1, Explorers and Discoverers, (TE), L-V Ed., II, Allyn and Bacon. Page 64. Tools and machines are devices that enable work to be done more efficiently.

Grade 1, Families and Their Needs, Silver, Burdett. Page 116. The mass production of clothing today is divided among many people thereby increasing efficiency.

Grade 1, Families Around the World, Fideler. Page 70. By doing his job well, the astronaut helps other astronauts plan their space flights.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 43. Tools help people work more efficiently.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 18. With division of labor, work is divided; each worker, concentrating on only one job, becomes highly skilled and efficient; thus contributing to the production of more goods and services.

The size of the United States makes fast and efficient transportation necessary.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 61. The division of labor, or specialization, is the key to efficiency in production.

EFFICIENCY

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 88. There are two ways of picking cotton: the old-fashioned way, by hand; the more up-to-date way, by machine. The old-fashioned way is still employed on small farms; however, this is inefficient.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Pages 139, 147, 241, and 276.
Modern tools and equipment aid in the exploitation of natural resources and improve the efficiency of production.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 270. The division of labor leads to the acquisition of skills and economic efficiency.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 296. Transportation is essential to economic efficiency.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 73. When you make good and efficient use of your resources, you have low costs and good profits.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 158. Division of labor makes the work easier for everybody, and the work is done better. We call this efficiency.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 19. Machines help the workers produce goods and services more efficiently.

Grade 2, Everyone Lives in Communities, (TE), Ginn. Page 9.
You could discuss the efficiency of the assembly line method and why machines, rather than people, make the chocolate. Machines are faster, last longer, more accurate, possibly less expensive, and more sanitary.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 112.
Firms must employ the right combination of raw materials, workers, and tools for efficient production.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 246.
Tools or machines help people work better, faster, and easier than they could if they used only their hands or feet.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 46. Technology increases the efficiency of fish processing.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 64. Technology increases the efficiency of grain farming.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 94. Technology increases the efficiency of meat and dairy processing.

EFFICIENCY

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 95. Large-scale meat processing involves specialized workers and equipment. Specialization enables a large volume of work to be done efficiently.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 128. Modern technology and equipment help fight forest fires efficiently.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 144. Division of labor is necessary for efficient mass production.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 149. Efficiency must be considered as to which goods and services to produce and how to produce them.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 158. When people divide the work, it makes the work easier for everybody and the work is done better. We call this efficiency.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 182. All resources are specialized today for efficiency.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 6. When people specialize, they become more efficient and therefore can produce more.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 14. Since a person often works all day at a task, he becomes more efficient (quick and capable), and as a result he can make more goods than he had been able to make before.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 77.
Division of labor frees people to do what they choose to do and can do best. It makes possible more choices for everyone. In short, it makes for economic efficiency.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 146.
The most efficient production comes from the right combination of the four factors of production.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 13. Productive resources including land, or natural resources, labor, and Capital, or tools and materials, are necessary for the production of goods and services.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 12. Resource allocation is the distribution of land, capital, and entrepreneurship in the production of goods and services.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 48.
The ability to make the best use of nearby natural resources is determined by the kinds and amounts of labor and capital goods available.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 49.
Scarce resources are required for the production of goods and services.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 51.
Productive resources are natural resources, labor, and tools and equipment that are used in the production of goods and services. All natural resources are collectively called land. Tools, equipment, buildings, etc., are called capital. The three--land, labor, and capital--are referred to as the factors of production, because all productive effort requires all of these factors.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 62.
The sale of productive resources to businesses provides households with their major source of money income.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 48.
The ability to make the best use of nearby natural resources is determined by the kinds and amounts of labor and capital goods in the city.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 8.
The goods and services we produce for ourselves are not free. To produce them requires time, effort, skills, and usually tools and materials.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh.
Page 123.
Materials, labor, a workplace, and tools are needed to produce goods.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh.
Page 139.
Savings are needed to build machines.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 141.
Different parts of the country produce different goods and services because of differences in human and nonhuman resources.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 166.
Natural resources, human resources, and capital goods are combined to produce goods and services.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 93.
Scarce resources are required for the production of goods and services.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 95.
Production is the process of combining productive resources in order to make goods and services.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 108. Household income is dependent mainly upon the sale of productive resources to business.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 48. The ability to make the best use of nearby natural resources is determined by the kinds and amounts of labor and capital goods in the city.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 155. The government uses human, capital, and natural resources the same as businesses do, and it has to pay for them.

Grade 2, Investigating Man's World: Local Studies, Scott, Foresman. Page 46. The cost of a product depends on factors such as workers' wages, cost of land, cost of materials, machines, buildings, and the need for profit.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Pages 108 and 111.
Factories combine the factors of production (savings, land or raw materials, labor, buildings, and machines) to produce goods.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 115.
Factories are usually located in neighborhoods that have adequate land and where workers, good transportation, water, and power are available.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 148. Scarce resources are required for the production of goods and services.

Productive resources are both scarce and versatile. There are not enough resources to produce all the goods and services wanted by consumers: The resources available have many alternative uses.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 48. The ability to make the best use of nearby natural resources is determined by the kinds and amounts of labor and capital goods in the city.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 76. It takes people, tools, raw materials, and management to produce anything of material value. Production is carried on most efficiently when all of the productive resources are specialized.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 3. A productive resource is something that is useful in operation. All of these productive resources must be combined to produce goods and services.

Grade 3, Investigating Man's World - Metropolitan Studies, Scott, Foresman. Page 52.
Labor is an important factor of production; so are the other productive resources.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 44.
The consumers provide productive services such as labor and management to the producers who produce consumer goods and services.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 146.
The most efficient production comes from the right combination of the four factors of production.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 167.
The factors of production include raw materials, workers, capital, and managers.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 84.
Choosing a site with poor roads would be poor planning because workers have to get to the plant, as well as loads of raw materials and machinery.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 148.
Businesses need all the factors of production available before they can operate.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 154.
Singapore's favorable geographic position and productive people help to offset its lack of abundant resources. Singapore's limited resources are offset by its excellent government and the strong civic pride of its people.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 166.
Cities are located where transportation is available to bring together raw materials, workers, tools, and businessmen for producing goods and services; to ship the finished goods to the market; and to bring goods and service from the market to the people in the city.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 55.
Capital Resources vary in quantity and quality from country to country.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 55.
Capital resources vary in quantity and quality from country to country.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 68.
Man's use of resources is related to his desires, customs, and level of technology.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 25.
Explorers used maps, globes, charts, and other instruments and tools in planning their expeditions.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 42.
Tools increase efficiency and the quality of work.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 64.
Tools and machinery are devices that enable work to be done more efficiently.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 87.
Explorations may give rise to inventions and improved technology.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 90.
Cousteau continues to invent and test new equipment. Improved equipment and methods keep the Calypso team up to date.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 133.
People use tools to help in their work. Division of labor is not highly developed in societies that use primitive tools.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 135.
Improved techniques in farming and in raising livestock have increased production.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 150.
Tools helped Tahitians to obtain and prepare their food. They could get more food and prepare it better with the aid of tools.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 152.
All Tahitian tools were made by hand. Tools helped Tahitians do more and better work.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 155.
Among the tools and equipment that greatly aided the Indian in his struggle for survival were the dugout canoe, made from a hollowed out log, arrow tips, and the blowgun.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 164.
The Indians DeSoto met used bows and arrows to kill large game. All tools were made by hand.

Grade 1, Families Around the World, Fideler. Page 78.
Tools are used for fun and work. Tools enable jobs to get done faster and easier.

Grade 1, Families Near and Far, Heath. Page 137.
A farmer uses many different kinds of tools and equipment for his work.

Grade 1, Families Near and Far, Heath. Page 143.
Machines make a farmer's work easier.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 41.
Various tools are needed to help people do their work.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 42.
Tools help people work more efficiently.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 45.
Another aspect of the division of labor is the use of tools, ie., devices to help us work and save time and energy. The tool is a result of the division of labor, since tools are not usually produced by the person using them.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 48.
Tools are necessary to the development of skills.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 122.
Machines have had a profound effect on people's life styles.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 132.
Man divides labor between himself and machines, so one of the most important specialists is the inventor.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 138.
Tools and machines help us do jobs better and faster.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 140.
Because man now divides labor between himself and machines, he has more choices than were available in the past.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 165.
The income a producer receives is influenced by how experienced he is and the quality of the tools he uses.

Grade 1, People at Home, (TE), Laidlaw. Page 35.
Many fathers work on machines.

Grade 1, People at Home, (TE), Laidlaw. Page T54.
The machines we use make the jobs go much faster.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 3-1.
Technology is employed to produce products more efficiently.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 3-2.
Some farms specialize in the growing of grains and use technology for greater efficiency.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 3-3.
Much of the farmers' work is aided by technology.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 162.
People have made tools and machinery to make their work easier and better.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 178.
Many machines are used to help us get our clothing.

Grade 1, Teachers Guide to Economics, Oregon DEEP. Page 34.
Families use tools and machines to help them produce goods and services at home.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 1, Teachers Guide to Economics, Oregon DEEP. Page 40.
Businesses and governments use tools and machines to help produce more and better goods and services. Our tools and machines are better than they used to be, and we have more of them.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 23.
A community's advancement may be related to the skills, tools, and knowledge that the people possess.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 39.
Technological advancement frees us to organize society more efficiently.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 46.
Different tools and machines can be used for instruction.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 76.
Colonial American families of long ago met needs by using simple tools and machines.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 79.
Today, machines do much of our work for us, but long ago people did these things with just a few tools. Improvements in technology and communication enable people to have a better life by reducing their work load.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 116.
As tools became differentiated and specialized, they increased specialization of man's tasks.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 45.
The production of goods is limited by the use of primitive tools.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 62.
Technological advances that have been introduced to the Alaskan community have made it easier for the Eskimos to live in their harsh environment.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 37.
Recognizing the usefulness of metal tools and weapons, the Indians were willing to trade. However, the settlers were reluctant to give up their tools and often used bright trinkets for trading purposes.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 63.
Capital investment, machines, power tools, factories, modern transportation, and inventions have contributed to the immence change in human life in societies that have experienced the industrial-technological revolution.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 64.
Most shoes today are made in factories by machine. Guns are rarely made by hand today; most are made by machine.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 88. There are two ways of picking cotton: the old-fashioned way, by hand; and the up-to-date way, by machine. The old-fashioned way is still employed on small farms, although this method is not efficient.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 100. Modern tools and equipment aid in the production of special goods and services.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 128. Improved technology enables people to make greater use of their natural environment.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 129. Modern methods and machinery are used in agriculture and industry in most areas of the United States.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Pages 139, 147, 182, 270, and 276.
Modern tools and equipment aid in the exploration of natural resources and improve the efficiency of production.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 141. Specialization leads to technological advances through inventions and discoveries.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 166. Lumbermen use saws to fell trees. Long ago, hand saws and axes were used. Today most saws are power driven.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 175. Capital furnished by many people through a corporation enables the corporation to increase its holdings and to supply more and better products.

Economic growth and improved living standards depend largely on improved tools, machines, technology, and organization, which in turn mean greater specialization and higher productivity.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 196. Advanced technology has the capacity to destroy the natural environment and to restore it or prevent its destruction as well.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 199. To combat pollution problems, pulp and paper industries have invested substantial capital in antipollution equipment and technology.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 217. Improved tools and equipment aid in the development of natural resources and improve the efficiency of production.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 223. Tools are needed to do farm work, to build houses and other farm buildings, and to make things.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 241. Modern tools and equipment aid in the development of natural resources and in production efficiency.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 248. Heavy machinery, tools, modern electronic controls, and special safety equipment and clothing are used by steel producers.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 271. Farm machinery enables farmers to do more and better work.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 272. Machines help farmers do their work faster.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 284. Many machines are necessary to do the work on a large farm.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 291. Technology helps farmers to become more efficient in the production of food crops.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 296. Improved tools, machines, and technology result in greater specialization and higher productivity.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 313. Modern tools and equipment aid in the exploitation of natural resources and improve production efficiency. They must also be used to conserve resources and to protect the natural environment. Tools are also capital, and capital is made possible by savings.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 60. People use tools to help in their work.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 64. If the aborigines had better digging equipment, fewer people would be needed to dig for food.

Grade 2, Communities and Their Needs, Silver and Burdett. Page 86. Man has continued to improve his means of transportation.

Grade 2, Communities at Work, Heath. Page 43. The increase in farm production has resulted not only from the use of machinery, but also from the use of fertilizer and improved seed.

Grade 2, Communities at Work, Heath. Page 48. There are four main ways of transporting goods: trains, trucks, boats, and airplanes.

Grade 2, Communities at Work, Heath. Page 51. Modern transportation, advertising, and other ways of merchandising play significant roles in the distribution of clothing.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 2, Communities at Work, Heath. Page 53.
Machines have made the jobs of picking the cotton and separating the seeds from the cotton fiber much easier and less costly than doing these jobs by hand.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 55.
Capital resources vary in quantity and quality from country to country.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 71.
It takes people, tools, raw materials, and management to produce anything of material value. Man's use of resources is related to his desires, customs, and level of technology.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 68.
In India, only simple tools and machines are used.

Grade 2, The Groups We Belong To, (TE), Follett. Page T85.
Today, butter is churned by machinery.

Grade 2, The Groups We Belong To, (TE), Follett. Page T221.
Machines have been changed and developed over time.

Grade 2, The Groups We Belong To, (TE), Follett. Page T224.
New inventions often make work easier by doing a better job.

Grade 2, Observing People and Places, (TE), American Book Co. Page 5-2.
Technology provides for improved means of transporting people.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 47.
Modern tools and equipment aid in people's development of natural resources and improve the efficiency of production.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 76.
Ranching is a big business venture that involves a large investment in machines, buildings, and land.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 84.
Through science, technology, and better design, industry and government try to build better housing for all the people.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 111.
Some factories depend on workers to handle most production with hand tools while in other factories most work is done by machines.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 246.
Man's use of simple natural tools has progressed to a more advanced application of these tools.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 11. For some activities, man utilizes special equipment to satisfy his needs. Because of his adaption to the earth's environment, man needs special equipment to simulate the earth's condition on space flights. In space, special equipment provides for man's basic needs.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 40. Technology increases the efficiency of fishing work. Fishermen use special equipment to help them in their work.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 46. Technology increases the efficiency of fish processing.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 64. Technology increases the efficiency of grain farming. Grain farmers use special equipment to help in their work.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 67. Farm machinery is efficient on large farms. Most Thai farmers cannot afford machinery for their small farms.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 70. Technology increases the efficiency of grain processing.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 84. Various machines make man's work easier and more efficient. Machines extend a farmer's ability to do more work in less time. Machines have largely replaced animals and hand tools in extensive farm operations.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 97. Machines provide man with faster and better means of production.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 115. Trees must be prepared for transportation to mills. Men use special equipment to do the jobs involved. Modern technology enables workers to harvest more logs with less effort.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 116. Lumberjacks use special tools to cut and load trees. Everyone uses tools at home and at work. Some tools require skill and training. Work is made easier and done better with appropriate tools and equipment.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 118. Big machines are required for handling heavy logs. Men who operate the machinery must have special training and skills. Technology increases production.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 128 Modern technology and equipment help fight fires efficiently.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 140.
Technology improves the production of cotton and cotton fabrics.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 148.
Some people still weave cloth by hand. Technology is an important factor in fabric production.

Grade 2, The Social Sciences: Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 165.
Different cultures develop different tools to perform similar functions.

Grade 2, The Social Sciences: Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 189.
Tools make work easier.

Grade 2, Teachers Guide to Economics, Oregon DEEP. Page 10.
Most producers need tools, machinery, and raw materials with which to work.

Grade 2, We Live in Communities, Ginn. Page 20.
Natural resources, technology, industry, and good transportation can help a community grow.

Grade 2, We Live in Communities, Ginn. Page 89.
How man meets his needs in a particular place depends on available resources, available technology, and his cultural values and traditions.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 107.
Today, much of the work is done by machine in many industries.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T78.
Most Mexican farmers work small plots of land. Their tools and methods of farming are old-fashioned.

Grade 3, The Communities We Build, (TE), Follett. Page T167.
Machines that can make things are called capital.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 3-3.
Machines (technology) can both create and replace jobs held by people.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 3-6.
The development of labor-saving machines changed rural life in America.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 76.
Today new machines help farmers grow more food. New machines make it possible to farm with fewer workers.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 55.
Capital resources vary in quantity and quality from country to country.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 76.
It takes people, tools, raw materials, and management to produce anything of material value.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 3, Economic Education for Washington Schools, (DEEP). Page 3.
Capital resources are the goods, such as machines, which are used to produce the goods and services we want.

Grade 3, Greenfield and Far Away, Heath. Page 36.
Transportation plays an important part in making goods and services available in a community.

Grade 3, Greenfield and Far Away, Heath. Page 40.
People who deal in services may need to have specialized tools and machines.

Grade 3, Greenfield and Far Away, Heath. Page 63.
Policemen use tools and equipment in their work.

Grade 3, Greenfield and Far Away, Heath. Page 64.
Firemen have special equipment on their trucks, such as ladders, hoses, and axes, to put out fires.

Grade 3, Greenfield and Far Away, Heath. Page 77.
Transportation is constantly changing as people invent new machines and find better ways to use electricity and other sources of power.

Grade 3, Greenfield and Far Away, Heath. Page 88.
Communities grow in response to technological changes and emerging needs.

Grade 3, Greenfield and Far Away, Heath. Page 99.
Man has overcome some of the physical bariers which once impeded transportation and the exchange of goods.

Grade 3, Investigating Man's World: Metropolitan Studies, Scott, Foresman. Page 47.
New technology improves the production of goods and services.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 14.
People can produce better if they have better tools and equipment. All goods, such as tools, which are used in the production of other goods, are called capital goods, or capital, for short.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 64.
The first settlers in America were farmers by necessity. Methods of farming were rather primitive. Simple tools such as the hoe, rake, fork, axe, plow, and harrow were made by the farmer himself or by the village blacksmith.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 100.
Most would-be pioneers did not have enough capital to transport their families to the frontier, buy equipment, and feed themselves until their farms began to produce.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 122.
Machinery was a necessity if the Plains farmer were to operate above a subsistence level. The farmers' great demand for machinery speeded improvements and production and tended to lower the price of machinery.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 123. The pioneers on the Plains built sod houses instead of log cabins; they used windmills, steel plows, and barbed wire.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 124. The earliest tractors ran by steam, but the invention of the gasoline engine made them much more manageable.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 136. The agricultural revolution which made the Great Plains the breadbasket of America, was marked by many inventions, amazing labor-saving farm machinery, better seeds, and fertilizers, and the exploitation of railroad transportation.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 137. In western Europe in the late eighteenth and early nineteenth centuries, society became increasingly urban, more and more machinery was used, and large scale commerce and industry came into being.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 138. After the War for Independence, Americans tried to build competing textile mills, but they had no machinery to compare with England's.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 139. Machine tools are machines that make other machines; machine tools make possible exactly standardized, interchangeable parts.

Building and equipping factories requires large amounts of money. This money is called capital.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 145. Machines make it possible for a single worker to produce many more goods than he or she could make by hand. Power-driven machines made a huge change in the way goods were produced. Power-driven machines may put people out of work temporarily, but they create more jobs.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 147. Capital could be obtained from the savings of persons or banks or businesses who would invest in Ford's business. Some capital would come from profits that were put back into the business in the form of more and better machines.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 148. The exodus to the cities in this century has been a result of increasing mechanization of farms.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 153. Progress in technology led to fewer people being needed to work the nation's farms, particularly in the South.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 51. New jobs and new opportunity lured people to the towns; new capital was invented to create more goods, and more people were needed to fill jobs as well as to supply services to the increasing population.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 69. Machines multiply human energy.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 181.
The tools of various cultures vary.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 195.
The French introduced a new tool to the Indians, the gun.

Grade 3, Teachers Guide to Economics, Oregon DEEP. Page 12.
Producers need tools and raw materials with which to work.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T35.
Where people live is influenced by changes in the society and its technology.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T41.
Inventions have made today's cities possible. New inventions have changed cities and stimulated their growth. The development of new inventions and technology over the last hundred years has revolutionized the way in which people live.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T53.
With some people freed from farming, inventions were made more rapidly. New technology improved life for both farmers and city dwellers, and thus stimulated the growth of cities.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 114.
Farm machines made farming easier. Fewer people were needed for farm work.

Grade 3, The Third Planet, (TE), Macmillan. Page 115.
One reason the farms are large in Saskatchewan is that the farmers use machines to plant and harvest wheat. These machines cost a great deal of money. It does not pay to buy them for a small farm.

Grade 3, The Third Planet, (TE), Macmillan. Page 151.
The farmers of Bithan work the land with simple hand tools to feed their families.

Grade 3, The Third Planet, (TE), Macmillan. Page 168.
Machines made very important changes in the ways of doing things.

Grade 3, The Third Planet, (TE), Macmillan. Page 206.
The mines and ironworks of Ekaterinburg were old-fashioned. The workers had only simple tools or out-of-date machines.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 3, The Third Planet, (TE), Macmillan. Page 252.
The size of farms is changing in many parts of the world. The use of machinery makes it possible to have farms of several hundred acres.

Grade 3, The Third Planet, (TE), Macmillan. Page T130.
New farming machines were invented, and one farmer could then get much more done than he had been able to do before.

Grade 3, Urban America, (TE), Sadlier. Page 44.
An increase in productivity was due to automation.

An increase in productivity, without a corresponding rise in the number of jobs, is due to automation. When an industry becomes automated, it uses complicated machines and computers to do the work that once required human labor.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 55.
Human resources vary in quantity and quality from country to country.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 62.
The sale of productive resources to businesses provides households with their major source of money income.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 55.
Human resources vary in quantity and quality from country to country.

Grade 1, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: No. 10. Page 14.
A visit to a bakery can show how raw materials are combined to produce a product.

Grade 1, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: No. 10. Page 15.
Doctors are human resources which are used to produce health service.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 68.
Man's use of resources is related to his desires, customs, and level of technology.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 124.
When Amelia Earhart was in school, she studied about things that were helpful to her when she became a pilot.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 154.
Woodland Indian children participated in activities that trained them for their roles as adults.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 42.
Most jobs require special training. A person is hired to do a particular job because he has the special knowledge or skills needed for it.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 45. Education and skills contribute to economic security. Skills, which are related to the efficiency of persons and groups, are one aspect of the division of labor.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 208. Slaves were not allowed to go to school without their masters' permission. Thus they did not have much chance to learn to read, write, or to do jobs which might have enabled them to earn money.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 165. The income a producer receives is influenced by how experienced he is and the quality of the tools he uses.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 166. The income a producer receives is influenced by how well educated (trained) he is.

Grade 1, Our Working World: Families (T), 2nd Ed., S.R.A., Senesh. Page 174. There are many people who are willing and able to work but cannot find jobs. Involuntary unemployment creates problems for the individual, the family, and the nation. There are many different ways in which the unemployed are helped or can help themselves.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 177. Some of the reasons workers can be unemployed include depression, replacement of workers by machines, sickness or disability, discrimination, declining demand for certain goods.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 178. Consumer buying affects businesses and the number of people they employ. Some people do not have jobs because their work is seasonal.

There are many people who are willing and able to work but cannot find jobs because of malfunctions of the system and because of individual circumstances.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 179. If people stop buying one good and increase the purchase of other goods, jobs will decline in one industry and increase in others.

Grade 1, People at Home, (TE), Laidlaw. Page 38. Mothers work at jobs too.

Grade 1, People at Home, (TE), Laidlaw. Page 70. The jobs people do vary from culture to culture.

Grade 1, People at Home, (TE), Laidlaw. Page 75. Workers produce goods, services, or both.

Grade 1, People at Home, Laidlaw. Page T29. Workers far away help to produce many of the goods that families use.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 1, People at Home, (TE), Laidlaw. Page T30.
Many important services are provided by workers within one's own community.

Grade 1, People at Home, (TE), Laidlaw. Page T31.
Family members work outside the home to earn the money the family needs. Work the family members do at home helps to save family money.

Grade 1, People at Home, (TE), Laidlaw. Page T33.
Mothers do jobs they are able to do. Mothers do many jobs away from home. Some jobs are full-time; some are part-time.

Grade 1, The Social Sciences; Concepts and Values (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 101.
People must develop skills to provide valuable work.

Grade 1, The Social Sciences; Concepts and Values (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 163.
Human effort and skill are required to produce goods and services.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 32.
No matter what language is spoken, reading and writing their native language are skills all children learn in school.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 38.
Young Navajo girls learned skills from their mothers.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 39.
In different times and in different societies, people need to learn different skills. Today, mental skills such as reading and counting are vital.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 56.
Skills learned at school are used in a variety of ways. Some skills serve as foundations for later, more sophisticated skills.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 57.
Workers today are highly specialized; yet skills learned by young children are basic to sophisticated techniques used in jobs.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 77.
Increased and specialized technology necessitates involvement of time and effort in learning of skills.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 84.
Workers experience growth in their jobs, just as children do in school. Increases in technology will necessitate continuous education and re-education of workers.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 139.
Volunteers are people who work without pay.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 1, You and Me, (TE), Macmillan. Page 17.
There are many ways of learning skills: watching, trying, and practicing.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 62.
As a result of the educational opportunities that are available to the Eskimos, new job opportunities have opened up for them.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 40.
Labor may be organized in various ways; one way is slavery. All labor requires power: human, animal, or mechanical.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 41.
Many colonists tried to live much as they had lived in England. Not wanting to do the hard labor in the fields themselves, they imported indentured, or bond servants from England.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 50.
Slave owners - many of whom wanted independence from England - did not, as a rule, want freedom for their slaves.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 61.
Labor may be organized in various ways; one way is slavery.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 63.
Education is the process of training and developing one's knowledge, skill, mind, and character, especially by formal schooling.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 65.
A skilled worker is one who is able to do something very well.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 103.
Special training requires special skills and equipment.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 129.
The demand for workers in Yakima valley during the harvest season resulted in a large transient population that produced various governmental and social problems.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 231.
Rapid industrialization raised America's standard of living; but in the process the large mass of industrial workers experienced almost unbearable hardship.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 236.
Skilled workers are needed to operate the machinery to make products.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 262.
There are three main types of work in our society: agriculture, manufacturing, and services.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 270.
People work in order to satisfy their needs and wants.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 60. People work to satisfy needs and wants. People use tools to help in their work.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 74. Aborigines must learn to track, to hunt, to find and gather food, and to find water on the desert. They must learn how to make tools and weapons. They must be able to recognize the physical features that mark their group's land.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 79. Change may cause new problems and require the development of new skills.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 84. Traditional Aboriginal life provided the skills needed to excel as cowboys, craftsmen, and sportsmen.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 55. Human Resources vary in quantity and quality from country to country.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 71. It takes people to produce anything of material value. Man's use of resources is related to his desires, customs, and level of technology.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 179. Some human resources such as surgeons and designers are very scarce. Not many people can do what they do. They are highly skilled specialists.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 27. A tool is something that helps people do a job.

Grade 2, Everyone Lives in Communities, Ginn. Page 4. The Swiss cheese factory makes efficient use of available raw materials and labor.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T55. Some Japanese mothers also work outside the home. They are paid for the work they do outside the home.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T63. Many Swiss mothers also work outside their homes. They are paid for the work they do outside their homes.

Grade 2, Observing People and Places, (TE), American Book Co. Page 1-7. Most people work at jobs away from their home neighborhoods. Some people do not have jobs

Grade 2, Observing People and Places, (TE), American Book Co. Page 11. Some people may want work but not be able to find jobs.

Grade 2, Observing People and Places, (TE), American Book Co. Page 4-5. Different kinds of specialized skills are needed to build a large building

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 70. Usually fathers, but also an increasing number of mothers, earn money by doing some kind of work.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 111. Some factories need many skilled workers and few unskilled workers, others need many unskilled workers and few skilled workers.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 50. Children learn certain skills in their homes. Economic specialization of one's parents can determine skills that are learned.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 115. Specialized skills are required to fell trees safely and efficiently. Felling trees is dangerous work that requires skilled workers.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 116. Some tools require skill and training to operate.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 118. Big machines are required for handling heavy logs. Men who operate the machinery must have special training and skills.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 128. Methods of fire fighting vary with location and conditions. Skilled men work together to put out fires.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 65.
Skills are needed to make things.

Grade 2, Teachers Guide to Economics, Oregon DEEP. Page 6.
Many people in a community are producers. They produce many kinds of goods and services.

Grade 2, We Live in Communities, Ginn. Page 89.
Man is an active agent in reshaping his environment.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 58.
Communities that are short of skilled workers do not grow. Workers are needed to run stores.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T23.
As a community grows, more jobs and more people are needed.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T50.
Every community needs workers to carry on its services.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T89.
Many people move to Alaska to take new jobs.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 3, The Communities We Build, (TE), Follett. Page T210.
Everyone works in a Kibbutz community. However, many women are often relegated to the traditional jobs they have always held.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-1.
Work is the exertion of strength or faculties to perform a given task. People work in many different ways and capacities. The kinds of work which people do to earn a living (employment) may be divided into four general categories: factories, trade, government, and service.

Certain factors are necessary for employment: an available job, a needed skill, the desire to work.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 114.
Some things that are considered fun are often work that people do to make a living.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 7-12.
Slavery is an institution in which human beings are bought (or captured) by other human beings, held as chattel, and allowed no real individual freedoms.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 185.
A slave is a person who belongs to someone else. A slave has to work for and obey his owner.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 76.
It takes people, tools, raw materials, and management to produce anything of material value.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 3.
Human resources are the skills and labor of the people who produce goods and services.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 55.
Natural resources, human resources, and capital resources vary in quantity and quality from country to country.

Grade 3, Investigating Man's World: Metropolitan Studies, Scott, Foresman. Page 37.
Labor includes the work of unskilled, semiskilled, and skilled workers, whether they perform physical or mental tasks.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 117.
To compete, a business must keep down the costs of the resources that are employed in the production process. This includes wages as well as the costs of materials.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 48.
Slavery had existed in the Old World for thousands of years. During the Middle Ages many Europeans were slaves and other were serfs, bound to the soil of their masters.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 53. To further encourage colonization, the "patroon system" was instituted. The patroon, landowner, paid the way for 50 settlers to come to America. In return, he had the right to 16 square miles of land. His settlers acted as sharecrop farmers on his land.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 64. The colonial farmer was often plagued by a labor shortage. His help came from the members of his family; from indentured servants, people who sold their services for a number of years to pay their passage to America; and in the South, slave labor.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 68. Even under the kindest masters and best conditions, slavery could not be fair to any human being since it denies the basic dignity and uniqueness of the individual human soul, and strips persons of their rights as such individuals.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 116. Mexican Americans often find it hard to get good jobs. Their education is often inferior. Their children suffer in school because of language difficulties.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 133. Factories, for the most part, were built in cities because of the labor market available there.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 137. Although Kay's invention, the flying shuttle, was at first unpopular with weavers who felt, correctly, that it would create technological unemployment, it was widely accepted.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 140. Unrestrained labor competition among men, women, and children drove wages down.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 145. Power-driven machines may put people out of work temporarily, but they create more jobs.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 148. Labor unions were developed to counter the increasing size of factories.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 153. Progress in technology led to fewer people being needed to work the nation's farms, particularly in the South.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 156. Child labor was common in early American mills, mines, and factories, but is virtually unknown in the United States today.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 157. Many Negroes came North with a very poor education. Most were in fact poverty-stricken peasants with little or no experience of industry or city life.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 162. Education can be improved and pupils can be encouraged to see how important a good education is. Career education is more and more important in a developed economy such as ours.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 111. Education can prepare people for both intelligent citizenship and skills necessary to earn an adequate living. People trained for jobs in which they can earn enough money may be able to escape from the slums.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 112. Immigrants provided a cheap and ample labor pool for the factories and railroads of a growing America.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 120. People form groups on the basis of occupation.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 136. A lack of education can hinder people in finding work in the city.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 154. Singapore's limited resources are offset by its excellent government and the strong civic pride of its people.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 158. Singapore's productive people help offset its limited resources.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 181. The availability of skilled workers is one factor affecting the growth of cities.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 68.
Skills are special ways of doing something.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 69.
People are born without manners, language, or skills. These must be learned.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 160.
In the years before 1938, people in many communities argued about whether children should work in factories. Some people cared about getting work done. But other people thought an education and good health for children were more important.

People who go to school longer have a better chance of making more money.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 188.
Many of the African people were skillful farmers.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Pages 212 and 244.
People may be a resource.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 221.
Most of the early colonial craftsmen had learned their skills in Europe.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 237.
Because there was a great need for ships, there was a great need for people who could make ships. Shipbuilders were useful men who made useful goods. Shipbuilders were a resource.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 238.
Many poor Europeans had their passage to America paid by colonial landowners In return, these people had to work for the landowners for a certain number of years.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 240.
Slaves were the property of their owners. Only their future life of labor mattered to the owner.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 241.
Slavery developed in the southern colonies because the plantations needed more workers.

Grade 3, Teachers Guide to Economics, Oregon (DEEP). Page 12.
Some people who make goods and services are called producers, (carpenters, TV repairmen).

Grade 3, Teachers Guide to Economics, Oregon (DEEP). Page 28.
Governmental agencies need human resources to help them provide public goods and services.

Grade 3, The Third Planet, (TE), Macmillan. Page 193.
People need jobs so they can earn money. But when they have had no education and do not know any skills, it is hard to find a job.

Grade 3, The Third Planet, (TE), Macmillan. Page 214.
There are schools in Sverdlovsk where Russian boys and girls can go to learn to be doctors, lawyers, engineers, or teachers.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T37.
The number and variety of jobs are much greater in cities than elsewhere. Young people in their productive years are the ones most attracted to city life. They see the city as a center of opportunity: better-paying employment, freedom from small-town restrictions, easier life, excitement, and a higher standard of living. The city also offers superior educational and cultural advantages.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 17.
People work at various jobs in the city.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 18.
Many people are needed to do the work of the city governments, the state governments, and the nation's government.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 35.
People in cities make, buy, sell, and repair products. These are just a few of the activities of the city.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 113.
The people in Europe began learning new trades. New inventions did away with some jobs but created many others.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 159.
Many Mexican-Americans move from farm to farm harvesting crops. These people are called migrant workers because they move from place to place looking for work.

Grade 3, Urban America, (TE), Sadlier. Page 15.
All men have the right to use the available facilities to become better persons.

Grade 3, Urban America, (TE), Sadlier. Page 16.
Man must re-examine his environment in the light of his changing objectives and skills. All men have the right to free choice of employment to suitable working conditions, and to fair benefits.

Grade 3, Urban America, (TE), Sadlier. Page 19.
All men have the right to education that will insure maximum development and fulfillment.

Grade 3, Urban America, (TE), Sadlier. Page 20.
Due to modern developments and inventions, man has extra time for enrichment.

Grade 3, Urban America, (TE), Sadlier. Page 23.
Many of the poor are uneducated and unskilled; hence they are unable to make a substantial salary.

Grade 3, Urban America, (TE), Sadlier. Page 57.
Specialization and division of labor make it more difficult for the uneducated to get jobs.

Grade 3, Urban America, Sadlier. Page 42.
Most Americans now realize that all people in this land must have the opportunity to work.

Grade 3, Urban America, Sadlier, Page 53.
The problem of school "dropouts" is one of the many problems in urban education today.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 3, Urban America, Sadlier. Page 64.
In 1900, men, women, and children worked twelve hours a day, six days a week.

Grade 3, Urban America, Sadlier. Page 82.
Many of the poor are people whose skills have been replaced by machines and who do not have the education to learn new skills.

Grade 3, Your City: Problems and Promises, Sadlier. Page 33.
America's fast-growing service industries have provided many new jobs for urban workers.

Grade 3, Your City: Problems and Promises, Sadlier. Page 53.
Today, most Americans work eight hours a day, five days a week. Seventy years ago, they worked twelve hours a day, six days a week.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 55.
Natural resources vary in quantity and quality from country to country.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 55.
Natural resources vary in amount and quality from country to country.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 68.
Man's use of resources is related to his desires, customs, and level of technology.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 115.
People eat things that are available in their environment.

Grade 1, Families and Their Needs, Silver, Burdett. Page 74.
Agricultural skill and the wise use of natural resources can enable farmers to be productive in areas of arid soil and difficult climatic conditions. Hopi farmers still rely on natural resources, such as water, sun and soil. They still struggle with a water shortage problem.

Grade 1, Families and Their Needs, Silver, Burdett. Page 100.
The earth's natural resources provide the raw materials for clothing.

Grade 1, Families and Their Needs, Silver, Burdett. Page 108.
Pioneer families fulfilled their basic needs with resources available in their immediate environment.

Grade 1, People at Home, (TE), Laidlaw. Page T55.
Climate, income and natural resources influence the kinds of homes people have.

Grade 1, People in Our World, (TE), Follett, Page T179.
Large numbers of people crowding together often destroy the natural beauty of the environment.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 5-7.
Nature provides natural resources. Pearls are natural resources.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 64.
The geographic features of the earth affect human behavior.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Pages 139 and 162.
Individuals, interacting to meet their needs, use the resources available to them.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 157.
The availability of materials affect the types of clothing people wear.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 110.
The economy of a community may be dependent on its natural resources. The natural resources of a community can influence the building materials used, the primary foods eaten, the material of clothes, and other aspects of the community's culture. They can provide economic sustenance for the community.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 114.
People in a community use resources from the environment in which they live. While dependence on environment is less prevalent today, we still utilize local resources.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 23.
In its natural resources, Alaska may be the wealthiest state in the Union.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 43.
The Eskimos used available resources to provide warm clothing for protection against the harsh tundra climate.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 45.
Natural resources acquire value as people see utility in them. The physical environment of a region limits the choices available for survival.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 73.
Natural resources acquire value as people see utility in them.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 23.
People exploit natural resources in the environment.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 28.
Societies differ in the ways in which they use the natural environments.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 128.
People find many ways to use their natural environment.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 132.
The natural environment refers to all the things around us that are not man-made.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 162. Wise use of resources helps people to provide for their present and future needs.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 175. Judicious use of natural resources helps to assure a supply of raw materials that can be converted to goods to satisfy needs and wants.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 182. Modern tools and equipment aid in the development of natural resources and improve production efficiency.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 189. Natural resources must be used wisely in order to assure a supply of raw materials that can be used in the production of goods, and to maintain the balance of nature.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 196. Natural resources come into being as people see utility in them. Resources are limited, and human wants are unlimited. The wise use of resources helps people to provide for their present and future needs. Advanced technology has the capacity to destroy the natural environment and to restore it or prevent its destruction as well.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 202. Farmers cut down trees, plow the soil, and plant crops. Often the soil is worn out by planting the same crop over and over again.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 203. Farmers conserve the soil by adding fertilizers to it, by contour plowing, and by rotating crops.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 209. People find many ways to use their natural environment.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 210. Pittsburgh has an abundance of mineral resources. Discovery of these resources stimulated the industrial growth and development of the city.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 241. Modern tools and equipment aid in the development of natural resources and in production efficiency.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 262. The wise use of natural resources increases agricultural productivity and helps to ensure a continuing supply of food products for the future.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 270. Modern tools and equipment aid in the exploitation of natural resources and improve production efficiency. People find many ways of using their natural environment.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 283.
Natural resources come into being as people see utility in them.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 313.
Modern tools and equipment aid in the exploitation of natural resources and improve production efficiency. They must also be used to conserve resources and to protect the natural environment.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 25.
People exploit natural resources to satisfy their material wants.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 48.
Natural resources to satisfy needs and wants are limited.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 60.
Natural resources to satisfy needs and wants are limited. Raw materials (land, water, vegetation, animals, minerals) are converted into goods to supply needs and wants.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 93.
Scarce resources are required for the production of goods and services.

Grade 2, Communities and Social Needs, Laidlaw. Page T46.
Factories no longer ha[illegible] to be built close to their source of raw materials. The needed natural res[illegible] can be shipped or flown from many different places.

Grade 2, Communities [illegible]r Needs, Silver, Burdett. Page 24.
Houses in a village m[illegible] made from straw and a plant called bamboo.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 26.
All people need food. Rivers provide transportation to communities located along them.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 148.
Schools and other buildings were made out of materials that were found nearby.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 174.
Canoes were made from resources that nature provided.

Grade 2, Communities at Work, Heath. Page 51.
Climate and soil are important factors in the production of natural raw materials for clothing. A variety of raw materials - some from plants, some from animals, and some from chemicals, are used to make different kinds of cloth.

Grade 2, Communities at Work, Heath. Page 115.
A flour mill uses a waterfall for power to grind wheat into flour.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 26.
Production of any economic good requires natural resources, capital resources, and human resources (labor).

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 55.
Natural resources, human resources, and capital resources vary in amount and quality from country to country.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 71.
It takes people, tools, raw materials, and management to produce anything of material value. Man's use of resources is related to his desires, customs, and level of technology. Most of the materials are raw materials converted from natural resources such as lumber from trees, steel for tools from iron ore, and other such examples.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 18.
Raw materials are needed to produce finished products (ones to be consumed).

Grade 2, Everyone Lives in Communities, Ginn. Page 4.
Cheese factories in Switzerland make efficient use of available raw materials.

Grade 2, Everyone Lives in Communities, Ginn. Page 12.
The trees in Switzerland are a natural resource which is useful in making paper, timber, etc.

Grade 2, Everyone Lives in Communities, Ginn. Page 21.
The lack of natural resources limits the range of products Finland can produce.

Grade 2, Everyone Lives in Communities, Ginn. Page 58.
After World War II, the whole world experienced an economic boom. Tanzania benefited from demands for its raw materials.

Grade 2, Everyone Lives in Communities, Ginn. Page 65.
The people of Nakluva use locally available raw materials such as the palm leaves, for common items.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T16.
People use materials near at hand.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T28.
Weather helps determine the kind of house that is built.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T29.
Families of long ago built houses from various materials. They used materials that were near at hand.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T31.
Today people use many new and better materials for keeping out wind and rain.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T105.
Switzerland does not have many natural resources and has learned to make good use of the raw materials it has or imports.

Grade 2, The Groups We Belong To, (TE), Follett. Page T107.
Resources in our universe are limited. Our personal resources are limited.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 2, The Groups We Belong To, (TE), Follett. Page T110.
Resources are unevenly distributed.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 35.
Natural resources come into being as people see utility in them.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 47.
Natural resources come into being as people see utility in them. Modern tools and equipment aid in people's development of natural resources and improve the efficiency of production.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 62.
Despite the low price of land, small towns may not be able to attract industry because they lack the resources that industry requires.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 120.
A variety of raw materials are grown and mined in different neighborhoods throughout the country.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 128.
Neighborhoods are sometimes abandoned when the raw material that supplies much of their income is exhausted.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 8.
Man provides for his needs by utilizing the resources of the earth.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Pages 175 and 207.
Economic behavior depends upon the utilization of resources. People use resources to meet their needs.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 215.
Many things in our environment are resources. A resource is something that can be used.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 217.
Resources are limited. They must be conserved.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 221.
Resources are things that can be used.

Grade 2, We Live in Communities, (TE), Ginn. Page 12.
Availability of natural resources helps to determine where a community is located. Falling water can be converted into energy.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 2, We Live in Communities, (TE), Ginn. Page 20.
Natural resources are unevenly distributed on and under the earth's surface. Natural resources, technology, industry, and good transportation can help a community grow.

Grade 2, We Live in Communities, (TE), Ginn. Page 42.
Proximity to natural resources may help a community grow.

Grade 2, We Live in Communities, (TE), Ginn. Page 50.
How man uses the resources available to him depends in part on the level of his technology.

Grade 2, We Live in Communities, (TE), Ginn. Page 57.
What a community produces depends in part on the natural resources available to it.

Grade 2, We Live in Communities, (TE), Ginn. Page 64.
The uneven distribution of resources is one factor leading to interdependence.

Grade 2, We Live in Communities, (TE), Ginn. Page 89.
The uneven distribution of resources leads to specialization, which in turn leads to interdependence. All communities have problems as a result of overdemands on scarce resources.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 38.
Every town and city has a limited amount of land.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 60.
Very few communities have all the raw materials their industries need.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 119.
Families use materials from nearby for their homes.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 161.
To make more land, the Dutch hold back the sea with dikes.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 178.
The shortage of land in England makes it necessary to build houses very close together.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 211.
People use the resources of the sea as well as of the land in order to make a living. This is particularly true of the cold lands near the sea. To earn a living, people often make use of the resources of their communities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T25.
The use of the land differs in towns, in cities, and on farms.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T28.
The geography of a farm community helps to determine what use is made of the land.

The kind of soil an area has helps determine the kinds of plants that will grow best.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T31.
The geographical features of a region help determine where industrial areas will be located.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T42.
The location of a community usually helps determine the way in which it will develop.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T46.
Factories no longer have to be built close to their source of raw materials.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T72.
Large cities often develop in communities in warm lands.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T77.
Farmers in warm lands usually use readily available materials to build houses. In drier areas they often use adobe.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T91.
Norwegians have learned to make good use of what land they have.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T98.
People everywhere try to make the best use of available land.

Grade 3, The Communities We Build, (TE), Follett. Page T67.
Natural resources are anything in nature that is used by people to fill their wants and needs.

Grade 3, The Communities We Build, (TE), Follett. Page T98.
Air pollution hurts our natural resources. Plants and animals need sunlight, and the dirty air blocks it out. Dirty air is not healthy to breathe.

Grade 3, The Communities We Build, (TE), Follett. Page T110.
Natural resources include anything found in nature that people use to fill their needs and wants. Resources vary, depending upon one's frame of reference and changing knowledge and technology.

Grade 3, The Communities We Build, (TE), Follett. Page T111.
Resources are distributed unequally throughout the world.

Grade 3, The Communities We Build, (TE), Follett. Page T114.
Water is a natural resource. One use for water is to make power so people can have electricity.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 3, The Communities We Build, (TE), Follett. Page T117.
People have to use natural resources to satisfy their needs and wants.

Grade 3, The Communities We Build, (TE), Follett. Page T119.
Climate is a natural resource.

Grade 3, The Communities We Build, (TE), Follett. Page T147.
In Japan there are small amounts of tillable land.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 17.
Rivers and other bodies of water are natural resources. Wind is a natural resource.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 4-6.
Natural resources are products of nature which are useful to man and animals.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 4-7.
Available natural resources often determine the type of homes people use. The type of food people eat is often dependent upon natural resources.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 98.
A natural resource is anything found in or on the earth that is useful to man.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-6.
A natural object becomes a natural resource when man finds a use for it. As a society changes, its use of natural resources may change also. A natural resource or its by-products may pollute other natural resources.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-7.
The production of an item from a natural resource can consist of many processes and employ many people in different kinds of jobs.

A natural resource or its by-products can pollute other natural resources. Many by-products may be produced from one natural resource.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 128.
Gasoline is not a natural resource that people find on earth ready for use. It comes from a natural resource called crude oil or petroleum.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 6-4.
Exploitation of natural resources can result in harmful change. Profit-oriented value systems can produce destruction of natural resources. By planning, man can exploit many of earth's resources and conserve or replace what he uses.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 6-5.
Fresh water is necessary to human life. Technology has made water an important source of power.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 6-6.
Man depends entirely on nature for his existence. Technology (industry) depends entirely on natural resources.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 6-7.
Man is dependent on nature for his survival.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 147.
Early American settlers exploited their environment. Hunters and trappers destroyed wildlife for quick profit with no apparent thought or concern regarding the consequences of their actions.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 150.
Farmers today know that the land is a natural resource that needs conservation.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 151.
Water is one of mankind's most important natural resources.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 156.
Pollution hurts the environment. Polluted air injures the health of everyone who breathes it.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 7-1.
Although many parts of Africa were rich in natural resources, they were relatively untapped until comparatively recent times.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 7-6.
The geography and climate of an area strongly influence and sometimes actually determine the culture of groups of people.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 7-14.
Most people build their homes from materials readily available.

Grade 3, The Earth and Man, Fideler. Page 112.
All people make use of many materials in the world around them. They breathe air and drink water. They use sunshine and fertile soil to grow crops. They use trees to make lumber for homes. We call these gifts of nature "natural resources".

Grade 3, The Earth and Man, (TE), Fideler. Page 128.
Eskimos need water, food, and shelter just as we do. They have a harder time getting it however, because their environment is different. They have to chop a hole in the ice in order to get water.

Grade 3, The Earth and Man, (TE), Fideler. Page 152.
The three main natural resources used in making steel are iron ore, limestone, and coal.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 76.
Man's use of resources is related to his desires, customs, and level of technology.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 3.
Each country possesses a stock of productive resources. These resources are combined to produce the goods and services the people want.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 3, Economics: The Dismal Science, Ellenberg. Page 18.
In order for you to have a finished product, raw materials must be supplied to the manufacturer.

Grade 3, Greenfield and Far Away, Heath. Page T110.
Natural resources and geographic features influence the ways in which people earn their income.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 25.
Before the discovery of agriculture, each human being needed a far greater area of land to supply himself with food than was the case after the discovery of agriculture.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 64.
Climate and soil were favorable for agriculture in the southern and middle colonies, but New England's severe climate and rocky soil made agriculture more difficult and less productive.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 142.
The natural resources of the United States are very great, and they have been exploited heavily. However, in the mid 1970's, a serious energy crisis was developing, marked by shortages of oil and electrical power.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 147.
Canals are man-made, therefore not a natural resource. The water in the canals is a natural resource that men are using.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 58.
Water is a very valuable resource.

People could not move far from their food sources, and cities had enormous food needs; therefore, they sprang up on or near farm areas.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 64.
Land is a limited resource.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 94.
Land is usually more valuable in the central city because it is scarcer.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 154.
Singapore's favorable geographic position and productive people help to offset its lack of abundant resources. Singapore's limited resources are offset by its excellent government and the strong civic pride of its people.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 174.
The location of many cities was originally determined by the nearness of natural resources or by geographical features (including climate).

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 286.
Because Edmonton and Calgary are located in rich farmland near valuable raw materials and large recreational areas, both cities are growing rapidly.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 3, People Use the Earth, Silver, Burdett. Page 11.
Water is one of our most important natural resources.

Grade 3, People Use the Earth, Silver, Burdett. Page 50.
Man's increasing needs, combined with limited natural resources, necessitate the wisest possible use of all human and natural resources.

Grade 3, People Use the Earth, Silver, Burdett. Page 56.
The abundance and diversity of an area's natural resources and their uses determine the level of the area's economic development and standard of living.

Grade 3, People Use the Earth, Silver, Burdett. Page 89.
Many people in Israel are searching for the natural resources that lie beneath the earth. Iron ore is mined in northern Israel and in the Negev. This iron ore is used to make steel.

Grade 3, People Use the Earth, Silver, Burdett. Page 171.
Cities depend on natural resources.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 212.
Groups may affect their environment when they use resources to produce goods and services. Resources are useful parts of the environment.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 225.
A resource is something that can be used to make goods or give services.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 228.
In all the colonial communities, people had to decide how they could use their resources to help them get what they needed. Sometimes they used resources themselves, or traded resources with other communities.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 235.
The resources people use change as their needs change.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 242.
Land is a natural resource.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 326.
Using resources changes the environment.

Grade 3, Teachers Guide to Economics, Oregon DEEP. Page 1.
Some people leave the city to work in an agricultural area. They provide goods for the city workers, while the city workers provide goods for them.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 3, Teachers Guide to Economics, Oregon DEEP. Page 28.
Governmental agencies hire workers and buy tools and materials for them to use.

Grade 3, The Third Planet, (TE), Macmillan. Page 54.
The things on the earth that people did not make are natural surroundings.

Grade 3, The Third Planet, (TE), Macmillan. Page 84.
The amount of rainfall, as all natural resources, varies around the world. That is, it is unevenly distributed.

Grade 3, The Third Planet, (TE), Macmillan. Page 98.
Camels are very important to the nomads. These people build their lives around camels.

Grade 3, The Third Planet, (TE), Macmillan. Page 107.
Everyone works with their natural surroundings to meet their basic needs.

Grade 3, The Third Planet, (TE), Macmillan. Page 173.
Man's use of the natural surroundings changes with time.

Grade 3, The Third Planet, (TE), Macmillan. Page 188.
People are finding more and more ways to use the natural resources around them. Natural resources are those things not made by man that can be used by man to help him meet his needs.

Grade 3, The Third Planet, (TE), Macmillan. Page 215.
New ways of doing things change man's use of a place. Better ways of travel change man's use of a place.

Grade 3, The Third Planet, (TE), Macmillan. Page 232.
When we irrigate, we do not take our natural surroundings and use them as they are. Instead, we change our natural surroundings so that we can use them in ways that meet our needs more fully.

Grade 3, The Third Planet, (TE), Macmillan. Page 280.
We can expect change to go on. But we need to think harder about how we use the earth. We know that there is danger of harming all of our atmosphere by the smoke and waste that we are pouring into it. It might change our natural resources.

Grade 3, The Third Planet, (TE), Macmillan. Page 281.
We know we are using the world's resources too rapidly. There is much to be done to make the earth better meet the needs of its growing population.

Grade 3, The Third Planet, (TE), Macmillan. Page T101.
People shape and adapt their natural surroundings to meet their needs and also change and adapt their ways to suit the natural surroundings. People engaged in different economic activities will make use of similar natural environments in a variety of ways.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 3, The Third Planet, (TE), Macmillan. Page T127.
An earth property becomes a resource when people see its potential value and have the know-how to exploit that potential.

Grade 3, The Third Planet, (TE), Macmillan. Page T141.
Commodities may have always been in the natural environment, but they do not become natural resources until change in the culture of the inhabitants makes them useful to man.

Grade 3, The Third Planet, (TE), Macmillan. Page T145.
As people's ideas and technologies change, their ways of living and use of their environment may change.

Grade 3, The Third Planet, (TE), Macmillan. Page T162.
Man shapes and adapts his environment to meet his needs and also changes and adapts his ways to suit the environment.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T88.
People are beginning to realize that core city land is every bit as valuable a national resource as forest land.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 40.
A manufacturing city often makes things from materials found nearby.

FACTORS OF PRODUCTION: MANAGEMENT: ENTREPRENEUR

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 12.
Management or entrepreneurship is the knowledge, know-how, and ability to use resources to produce goods and services.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 165.
Store owners deserve higher earnings than the people who work for them because they take many risks.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 166.
Although the risks are different, each businessman is entitled to a special reward for the risks he takes.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 220.
One of the giants among Pittsburgh entrepreneurs was Andrew Carnegie.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 236.
Managers are needed to make decisions concerning products to be made and how the work should be divided.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 276.
Today the family farm is operated as a specialized business. Modern farmers must be good business managers.

FACTORS OF PRODUCTION: MANAGEMENT: ENTREPRENEUR

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 12.
Management or entrepreneurship is the knowledge, know-how, and ability to use resources to produce goods and services.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 7.
A manager may be needed to run the business. He will be paid a salary. Businessmen need machines, tools, and materials to produce goods and services.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 11.
The entrepreneur assumes both responsibility and risk for the business operation. The objective of any private business is to earn profit for its owners.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 90.
Planning, proper division of labor, and the use of competent specialists in the production of houses is very important. It is the manager's job to coordinate these inputs.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 98.
Because of inadequate capital and lack of managerial skill, the turnover in business is great.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 55.
Management or entrepreneurship is the knowledge, know-how, and ability to use resources to produce goods and services.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 35.
An entrepreneur is a person who organizes and manages a business, taking the risk of loss, or of getting a profit when there is one.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 148.
Many of the largest companies in this country were started by great entrepreneurs.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 78.
Managers are essential for big business. Things would be chaotic without leadership. A good manager may make a crucial difference between inefficiency and efficiency - that is, between loss and profit.

Grade 3, Our Working World: Cities, (TE), 2nd Ed., S.R.A., Senesh. Page 174.
Sometimes an industry is located where it is because a businessman there is willing to take risks.

GOODS AND SERVICES

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 3.
Most of the many wants of consuming units for goods and services are satisfied through purchases in the market place. Such goods as sunshine, air, and ocean water are not scarce goods. Goods are tangible objects - such as toys, soap, and shoes - while services are productive acts which satisfy our wants but do not result in tangible objects. For example, a doctor, a dentist, a repairman, and a shoeshine boy all perform services.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 1.
By definition, economic goods and services are so scarce that people will pay for them.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 2.
Family wants are for both goods and services.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 38.
People who make useful things are producers of goods. People who do not make things, but who do useful work for other people, are producers of services.

Kindergarten, Economic Education Experiences of Enterprising Teachers, Kazanjian Foundation Awards Publication: No. 10. Page 2.
By playing store and constructing their own model buildings, the children learned that in order for there to be goods for sale, there had to be people to perform services to provide for those goods.

Kindergarten, Economic Education Experiences of Enterprising Teachers, Kazanjian Foundation Awards Publication: No. 10. Page 4.
Children were given jobs at home, and then categorized as being producers of goods or producers of services.

Kindergarten, Economic Education for Washington Schools, (DEEP). Page 5.
Human wants are satisfied by goods that are either free goods or economic goods.

Kindergarten, People at Home, Laidlaw. (TE). Page 26.
Some workers make things, that is, they produce goods. Some workers do things to help others, that is, they produce services

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 43.
Goods are tangible objects - such as toys, soap, and shoes - while services are productive acts which satisfy our wants but do not result in tangible objects.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 1.
Goods are the things we want. Service is the work performed for another person.

Grade 1, Economics Education: New York. Page 28.
People produce goods and services.

GOODS AND SERVICES

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 58.
The family needs and wants many material things. These are goods, produced by work - that is, by the application of human and mechanical energy to natural resources. Families also need and want various kinds of help. This help is called service.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 59.
Goods and services satisfy many needs and wants.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 62.
Goods are things that one can touch. Services are things people do for others.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 66.
Many services are available in large communities. People pay the person who services them. People pay barbers, hairdressers, dry cleaners, repairmen, gas station attendants, and others. These services are called private services.

The government provides many services needed by all the people living in the community. These services are called public services.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 124.
Production is divided between goods and services. Services tend to increase as economies become more advanced.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 119.
Some items can be consumed again and again while others can be consumed only once.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 121.
Some people produce goods and some people produce services.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 146.
The value of goods and services is expressed in price, which changes according to supply, demand, and taste.

Grade 1, People at Home, (TE), Laidlaw. Page 32.
Policemen provide services for families. Many workers provide services.

Grade 1, People at Home, (TE), Laidlaw. Page T5.
Workers produce goods, services, or both.

Grade 1, People at Home, (TE), Laidlaw. Page T26.
Some workers produce goods. Some workers produce services.

Grade 1, People at Home, (TE), Laidlaw. Page T30.
Many important services are provided by workers within one's own community. Families need and want the services that workers in their community provide.

Grade 1, Seeing Near and Far, (TE), American Book Co. Page 1-13.
Goods are things people can buy. Other things like the sky, sea, and moon are free.

GOODS AND SERVICES

Grade 1, Teachers Guide to Economics, Oregon DEEP. Page 21.
Families work to earn money to buy goods and services. They buy goods such as food, clothing, and shelter; they also buy services such as transportation, education, and medical care.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 61.
Providing services is a useful activity. Recreational and educational services, such as those provided by Williamsburg, are important in our economy.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 173.
A shoe repair shop is a private service. Barber, hairdresser, TV-repairman, are all service workers. Doctors and dentists can be considered both private and - at times - public service workers.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 256.
Today, Pittsburgh has all the goods and services of a large modern city - public services such as those performed by safety and protection forces; private services such as those performed by doctors, dentists, barbers, beauticians, etc. Goods - food, clothing, and shelter - can be purchased.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 283.
Communities need both private and public services. Public services are paid for by taxes.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 85.
Goods are tangible objects, while services are productive acts which satisfy our wants but do not result in tangible objects.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 14.
The size and nature of a community determine the number of service workers and the variety of services offered.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 1.
Economic goods are physical products while economic services are activities performed. This distinction is important because a majority of American workers are producers of economic services.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 2.
Family wants are for both goods and services.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 159.
Some goods are called durable goods; they last a long time. Some are called nondurable goods; they are used quickly.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 1.
Satisfying people's wants for goods and services is the end purpose of economic activity.

Grade 2, Economics Education: New York. Page 6.
Some workers produce goods. Some workers provide services.

GOODS AND SERVICES

Grade 2, The Groups We Belong To, (TE), Follett. Pages T79, and T93. Goods are tangible objects that have been produced for use or sale. Services are actions designed to fill a need or want.

Grade 2, Observing People and Places, (TE), American Book Co. Page 1-9. Goods and services are designed to fill needs and wants.

Grade 2, Observing People and Places, (TE), American Book Co. Page 8. The things that people make are called goods.

Grade 2, Observing People and Places, (TE), American Book Co. Page 9. Some people do not make goods at their job. They provide services.

Grade 2, Observing People and Places, (TE), American Book Co. Page 2-7. Stores provide many services.

Grade 2, One Plus One, (TE), Macmillan. Page 97. People who help other people by doing something for them are giving a service.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 50. Goods are physical things: television sets, radios, record players, cameras, cookies, milk, eggs, bread, etc. Services include: the store itself, shoe repair, dry cleaning, delivery, restaurant, bank, hospital, police and fire protection.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 96. Changes in transportation and population have changed the kinds of goods and services businesses provide.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 99. Stores and offices in a neighborhood provide people with a variety of goods and services.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 112. Most of the goods we buy are produced or processed in factories.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 114. The lack of consumer spending affects the production of durable goods more than nondurable goods.

Grade 2, The Social Sciences; Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 184. Goods are physical objects which fulfill a want or need. Services are actions which fulfill a want or need.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 17. People need more than goods. They need services. A doctor provides services. Policemen and firemen are service workers. They do not produce a product.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T20. The things people make to fulfill their needs and wants are called goods.

GOODS AND SERVICES

Grade 3, The Communities We Build, (TE), Follett. Page T138.
Goods are material things used to satisfy needs and wants. Services are the work that is done to satisfy needs and wants.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-3.
Service is the act of providing someone with something needed or desired.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 119.
A service is work that does not produce a good.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 12.
Consumption is the utilization of goods and services to satisfy human wants.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 1.
People want many goods and services. Not only are the wants of all people together unlimited but individual wants change. To satisfy wants, goods and services must be produced.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 12.
Goods are articles of trade.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 17.
A service is the performance of work for other people.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 147.
Consumer goods are goods made to be used directly by consumers. Most of the things we buy are consumer goods.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 80.
Services, both public and private, are essential to the welfare of urban dwellers.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 83.
Goods are anything for which there is a demand and for which people pay. Goods include tangible things like bicycles or butter. There are also intangible things called services.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 218.
Goods are things people make - things they can touch.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 219.
The work of a nurse or a teacher does not make something that you can touch. They provide services.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 221.
The people of a community do not make us just any kinds of goods and give just any kinds of services. They make goods and give services that other people want and need.

GOODS AND SERVICES

Grade 3, The Third Planet, (TE), Macmillan. Page 53.
Most of the things in our surroundings are made by people - desks, tables, chairs, and books are goods made by people.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 45.
A service is a type of work that helps others.

Grade 3, Urban America, Sadlier. Page 44.
Service industries depend more upon people than upon machines.

Grade 3, Your City: Problems and Promises, Sadlier. Page 33.
America's fast-growing service industries have provided many new jobs for urban workers. Service industries do not produce goods; they provide services for people.

GOVERNMENT AND THE ECONOMY: GENERAL

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 27.
Some of people's wants for goods and services are satisfied through government. Certain services which are important to society - such as national defense, police, and fire protection are provided by the government. When protections such as these are provided by the government, all families receive the same protection.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 31.
In advanced societies, the government is responsible for developing a money system.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 43.
Public capital goods are owned by the city government for use in providing goods and services to local citizens.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 43.
The economic and cultural opportunities available in cities have caused the cities to grow. The city government has had to expand its role with the growth of the cities. Public capital goods are owned by the city government for use in providing goods and services to local citizens. Many cities conduct periodic campaigns to get new business and industry located in their geographic areas.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 133.
A need for government arises wherever people live and work together.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 64.
Some services are best provided by public means. Public services are paid for by the people through a system of taxation. Governments, in addition to enforcing laws, provide and control public services.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 120.
Governments are necessary in human communities to keep order and to protect us.

GOVERNMENT AND THE ECONOMY: GENERAL

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 181.
People who are out of work are often helped by the government.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 184.
Families share the cost of many goods and services purchased by the government. The adult members of the family vote for government officials who make decisions about these goods and services.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 189.
Opposing candidates usually represent different ideas about what rules should be made and what goods and services governments should produce.

The adult members of the family vote for government officials who make decisions about these goods and services.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 190.
The types and amounts of goods and services that families buy together depend upon their ideas about what the government should buy and upon the kind of people they elect to represent them.

Adult members of the family vote for government officials who decide what goods and services will be purchased with tax money.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 191.
Adult members of the family who disagree with the decisions made by government officials may attempt to make the decisions changed by trying to change government policy or the government itself.

Grade 1, People at Home, (TE), Laidlaw. Page T5.
All people must share the cost of governmental services.

Grade 1, People at Home, (TE), Laidlaw. Page T17.
Rules are needed to help people get along well together and keep healthy and safe.

Grade 1, People at Home, (TE), Laidlaw. Page T60.
Countries, like families, need laws.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 111.
Administration of community services and facilities is a function of the local government.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 56.
A need for government arises wherever people live and work together.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 73.
A need for government arises wherever people live and work together.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 40.
Laws are needed wherever people live and work together.

GOVERNMENT AND THE ECONOMY: GENERAL

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 54. Laws are needed wherever people live and work together.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 198. The federal and state governments have established hundreds of wildlife refuges, or sanctuaries, throughout the United States.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 199. Water pollution has become so serious, and fighting it has become so expensive, that the United States government has come to the aid of cities and states.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 200. Federal, state, and local governments and private organizations have taken steps to control pollution. Government has set antipollution standards; enacted laws limiting the amount of pollution from autos, industries, and sewage treatment plants; and funded some antipollution programs and environmental research.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 48. Property is a moral, legal, and economic concept. All forms of property should be respected in order to prevent waste and injustice.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 79. From 1951 onward, the government of Australia has worked to promote the welfare of the Aborigines.

Grade 2, Australia and the Aborigines, (TE), L-V Ed. II, Allyn and Bacon. Page 80. In cities, the government provides housing for some Aborigines in white neighborhoods, but white Australians resent having them as neighbors.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 31. In advanced societies, the government is responsible for developing a money system; however, money is genuine only to the extent it is acceptable in exchange for goods and services.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 43. The city government has had to expand its role with the growth of cities.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 21. Enforcing rules for the general good and producing goods and services are some of the functions of government.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 79. A central money system within one country is a great convenience.

Grade 2, Observing People and Places, (TE), American Book Co. Page 6-1. Rules and laws help people live and work together in an orderly manner.

Grade 2, One Plus One, (TE), Macmillan. Page 70. Laws help to make communities good places to live. Laws tell the people who work for governments to do many things.

GOVERNMENT AND THE ECONOMY: GENERAL

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Pages 68 and 74.
Since the farmer's well-being is dependent on many factors over which he has little or no control, the government helps him in many ways.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 75.
The government aids farmers through education projects.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 84.
Adequate housing is important to the neighborhood, the city, the state, and the nation. Through science, technology, and better design, industry and government try to build better housing for all people.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 127.
The federal government helps farmers receive a good price for their products in the market.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 134.
Laws provide the structure and guidelines for many neighborhood activities, from using to regulating the burning of trash.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 136.
Government has the power to satisfy some needs and wants.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 140.
Many needs of the neighborhoods that are not met by family, friends, or volunteers are often met by government.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 142.
The government zones land to assure the best use of the land for the whole community.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 151.
Laws help maintain order and protect the lives, freedoms, and property of people in a neighborhood.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 165.
Some of people's wants for goods and services are satisfied through government.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 172.
Governments must decide how much and what kinds of goods and services will be provided to households.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T82.
The government of Puerto Rico is helping build homes and schools.

Grade 3, The Communities We Build, (TE), Follett. Page T222.
The Pilgrims needed some ways to set up rules and laws that would help them live and work together.

GOVERNMENT AND THE ECONOMY: GENERAL

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-3.
Some cities and states are passing laws which require that vehicles be equipped with devices that prevent the emission of harmful chemicals.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 69.
The national government likes to know where all American citizens live. Every ten years it takes a census.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 77.
Small towns cannot offer the same services as a city. Many small towns have volunteer fire departments because they have neither the need nor the money for large fire departments.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-3.
A government is the system of people and laws by which a group of people run their society.

Grade 3, The Earth and Man, Fideler. Page 106.
Every community needs a person or a group of people to make rules and to see that they are carried out. This is the role of Government.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 31.
In advanced societies, the government is responsible for developing a money system; however, money is genuine only to the extent it is acceptable in exchange for goods and services.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 43.
The Economic and cultural opportunities available in cities have caused the cities to grow. The city government has had to expand its role with the growth of cities.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 108.
One of the functions of government is to keep businesses from using unfair competition practices - such as false advertising.

Grade 3, Economics, The Dismal Science, Ellenberg. Page 79.
The federal government is responsible for money and its creation. It provides a universal currency that is accepted nationally.

Grade 3, Greenfield and Far Away, Heath. Page 34.
People have made laws so that they can live together in safety and health, and can protect their property.

Grade 3, Greenfield and Far Away, Heath. Page 88.
Problems in community life can be solved through democratic group action.

Grade 3, Greenfield and Far Away, Heath. Page 117.
A city has a government to make plans for the welfare of all the people who live there.

GOVERNMENT AND THE ECONOMY: GENERAL

Grade 3, Greenfield and Far Away, Heath. Page 117.
A city has a government to make plans for the welfare of all the people who live there.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 9.
Laws give people a better idea of how to get along together, and what to expect in the way of a decision if an argument should arise.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 99.
Government land policy went through several phases during the era of the westward movement.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 116.
Mexican Americans often find it hard to get good jobs. Their education is often inferior. Their children suffer in school because of language difficulties. They are under-represented in government.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 140.
Federal, state, and local governments have played a variable and often controversial role in our economy. The main functions of government regarding the economy have been those of making and enforcing laws, regulating or affecting economic activity, providing services for the public, and working for the country's economic stability.

Since the 1930's, the government has taken an active part in promoting economic stability.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 104.
Government's chief job is to promote the general welfare at the same time that it protects the rights of the individual.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Pages 50 & 59.
Transactions that are a part of the production and distribution of goods and services are facilitated by the city's legal system.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 78.
People in the city ask the government to meet needs and wants that cannot be met by individual families, businesses, and volunteers.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 146.
Because so many people from different cultures come to Calcutta and because Calcutta's economic base is very limited, many people are unemployed and the water, transportation, public health, and medical care systems are inadequate.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 159.
Singapore's government encourages the development of new industries.

GOVERNMENT AND THE ECONOMY: GENERAL

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 178. The growth of a city depends on many factors: the availability of food, space, and transportation; the kinds of businesses it attracts; and the quality of its environment and its government.

The growth of a city depends on the kinds and sizes of businesses it attracts and on the quality of its government and the governmental policies that encourage or retard its growth.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 230. Society is gradually becoming aware of the problem of run-down neighborhoods and is trying to solve it with the cooperation of individuals, businesses, and government.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 257. Some of the problems of pollution can be solved more efficiently by government action than by individual or group action.

Grade 3, The Third Planet, (TE), Macmillan. Page 204. Peter the Great took over several of the iron mines in the Urals of Russia for the government.

Grade 3, The Third Planet, (TE), Macmillan. Page 209. The Russian government hired engineers to teach the workers about machinery.

Grade 3, The Third Planet, (TE), Macmillan. Page 266. One way to try to stop water pollution is to pass a law about it. Stopping pollution means that the government must see that the new laws are obeyed.

Grade 3, The Third Planet, (TE), Macmillan. Pages T145, T153, and T163. Governments play an important role in the economic development of a region.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 197. There are people in the United States who are without homes, without jobs, and without money. The government, churches, and other organizations try to help as many of these people as they can.

Grade 3, Urban America, (TE), Sadlier. Page 23. Our government must plan ways to eliminate poverty.

Grade 3, Urban America, (TE), Sadlier. Page 36. The city and the taxpayer must finance the maintenance of unwanted slums.

Grade 3, Urban America, (TE), Sadlier, Page 41. As governments and their functions become more complex, agencies are created to provide additional services.

Grade 3, Urban America, (TE), Sadlier. Page 47. Both national and local governments have recognized the need for urban residents who have no skills to be trained or educated, and various programs have been set up to help these people.

GOVERNMENT AND THE ECONOMY: GENERAL

Grade 3, Urban America, Sadlier. Page 54.
The state government determines educational policies and passes laws that affect its schools. It also establishes the general organization of education, passes tax bills to finance its schools, and appoints a state board of education.

Grade 3, Your City: Problems and Promises, Sadlier. Page 33.
National and local government programs to train the young, the unskilled, and the unemployed are helping to ease the unemployment problem in the cities.

Grade 3, Your City: Problems and Promises, Sadlier. Page 65.
The government is now trying to fight poverty in several ways.

Grade 3, Your City: Problems and Promises, Sadlier. Page 109.
The federal government has recently created the Department of Transportation to coordinate the efforts of the federal government to improve the nation's transportation system.

Grade 3, Your City: Problems and Promises, Sadlier. Page 167.
The federal government in Washington D.C. is now taking a more active part in urban affairs.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 12.
Public goods are goods provided by governments which help to satisfy the collective wants of people. Usually the goods are such that people as individuals are unable or unwilling to provide for them efficiently.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 43.
Public capital goods are owned by the city government for use in providing goods and services to local citizens.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 44.
The goods and services provided by the city government are paid for primarily by taxes.

Kindergarten, Economic Education Experiences of Enterprising Teachers, Kazanjian Foundation Awards, Publication No. 10. Page 3.
Each picture in the book illustrated a way in which government uses tax revenue to provide services for the public - schools, libraries, police, mail service, fire protection, parks, playgrounds and the like.

Kindergarten, Who Am I?, Sadlier. Page 48.
The community provides many services for the welfare of people. For example: policemen, firemen, nurses, doctors, dentists, librarians, grocers, teachers.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 65.
Some of people's wants for goods and services are satisfied through government.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 69.
While most family wants for goods and services are satisfied by purchases from businesses, some wants for goods and services are satisfied by government.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 12.
Public goods are goods provided by governments which help satisfy the collective wants of the people. Usually the goods are such that people as individuals are unable or unwilling to provide for them efficiently.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 43.
Capital goods are owned by the city government for use in providing goods and services to local citizens.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 163.
The government needs revenue to provide those services which are not produced through private enterprise.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 21.
Community goods and services are produced by the government. Individuals pay for government goods and services through taxes.

Grade 1, Economics Education: New York. Page 28.
People need some goods and services that they cannot obtain for themselves through their own income. Some of our goods and services are produced by governments.

Grade 1, Families are Important, (TE), Ginn. Page 54.
In our society, we establish schools to provide education for the people. Schools, like all social institutions, have some differentiation of roles for members, and rules to control behavior.

Every group tends to develop various social processes and institutions to give order and stability to relationships among people. All governments provide people with protection and services.

Grade 1, Families Around the World, (TE), Fideler. Page 112.
Not all children are able to go to school. Not all governments provide an education for their children like ours does.

Grade 1, Families Near and Far, Heath. Page 44.
Many cities provide a public transportation system for its residents.

Grade 1, Families Near and Far, Heath. Page 75.
Public property should not be spoiled or taken for private purposes.

Grade 1, Families Near and Far, Heath. Page 106.
Children in Mexico go to schools built with funds provided by taxes.

Grade 1, Families Near and Far, Heath. Page 122.
Education is important in all societies. Children may learn formally or informally.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 55.
Everyone pays for public schools, so everyone owns them. They are the property of the community.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 64.
Some services are best provided by public means. Public services are paid for by the people through a system of taxation. Governments, in addition to enforcing laws, provide and control public services.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 66.
People pay taxes to provide many community needs: public schools, and libraries, police and fire departments, parks and roads.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 71.
People living together in a community need a fire department. Fire departments are supported by taxes.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 131.
Building and maintenance of roads are financed through taxes levied by local, county, state, and federal governments.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 204.
Government services constitute the District of Columbia's main industry.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 187.
Families share the cost of many goods and services purchased by the government. Families pay taxes that are used to produce many goods and services. People pay taxes to the city, the state, and the United States, and these governments use the taxes to pay for goods and services.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 188.
There is a difference between goods and services that families buy individually and those that they buy together through taxes.

The goods and services that families buy together through taxes are very important.

Grade 1, The Social Sciences, Concepts and Values, (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 182.
Schools are public goods in the United States. They are provided by the government for everyone.

Grade 1, Teachers Guide to Economics, Oregon DEEP. Page 32.
Businesses and governments employ workers to help produce goods and services.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 54.
Most schools are owned by the citizens of the community. Citizens pay taxes for school construction and maintenance. In a large and complex society, citizens pay taxes to help finance schools, libraries, museums, auditoriums, fire and police protection, as well as other shared services.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 122. An expanding community requires increases in services and specialized facilities. Technological advances change community services and facilities. Members of a community pay for services and facilities through taxes.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 128. Some recreational facilities are tax-supported and some are commercial.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 136. Certain services are so essential to the community that they are always available. Firemen and policemen must receive special training for their jobs and often remain on duty for extended periods of time.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 57. Housing is provided for government employees by their respective agencies in Alaska.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 97. Military forces, their equipment, and supplies and all the work they do is paid for with tax money.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 100. Communities need both private and public services. Public services are paid for by taxes.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 136. Man-made lakes are often built by the government with money collected by taxes.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 230. Government pays for public services by collecting taxes.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 235. Police are government workers. They help to see that laws are obeyed. They are responsible for protecting people and property in a community.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 287. Some public services include: police protection, fire protection, garbage and rubbish collection, sewage disposal, public schools, parks, and libraries. People of a community pay for public services with tax money.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 113. Some of people's wants for goods and services are satisfied through government.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 117. Families, through their elected representatives, determine the kinds and amounts of goods and services to be provided by government.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 118.
Families' wants for goods and services provided by the government (public goods) compete with families' wants for goods and services satisfied through direct purchases from private businesses (private goods).

Grade 2, Communities and Their Needs, Silver, Burdett. Page 186.
Communities offer many services; these services are paid for by the citizens of that community.

Grade 2, Communities at Work, Heath. Page 92.
The governments of cities and towns provide many of the services that a community needs.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 12.
Public goods are goods provided by governments which help to satisfy the collective wants of people. Usually these goods are such that people as individuals are unable or unwilling to provide for them efficiently.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 43.
Public goods are owned by the city government for use in providing goods and services to local citizens.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 21.
Business firms need certain goods and services produced by the government.

Grade 2, Economics Education: New York. Page 24.
Taxes provide money for goods and services that are used by most of the community; and that families as individual units could not afford.

Grade 2, Everyone Lives in Communities, Ginn. Page 2.
People live in communities because together, through a governing body, public goods and services can be provided that the people could not have had otherwise.

Grade 2, Everyone Lives in Communities, Ginn. Page 40.
The community provides health and dental care to all its people through public health care services.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 96.
Schools serve all families in the community. They are provided by the government.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T90.
Most communities in our country today have one or more public schools. Public schools in our country are paid for by taxes that all families help to pay.

Grade 2, My Community and other Communities, Sadlier. Page T21.
The services of community governments are varied.

Grade 2, Observing People and Places, (TE), American Book Co. Page 1-14.
Most neighborhoods have special facilities and places people use for purposes including recreation, learning, and worship.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 2, Observing People and Places, (TE), American Book Co. Page 4-7.
Buildings may be privately owned or publicly owned.

Grade 2, Observing People and Places, (TE), American Book Co. Page 93.
Some buildings are owned by all the members of a community. These buildings are open to all the people. They are called public buildings.

Grade 2, Observing People and Places, (TE), American Book Co. Page 6-3.
Everyone in the community benefits from taxes, for all enjoy community services.

Grade 2, Observing People and Places, (TE), American Book Co. Page 129.
Policemen are public service workers.

Grade 2, One Plus One, (TE), Macmillan. Page 70.
Laws say what governments must do for the people. A law may say the government must put out fires. A law may say the government must build parks. Laws tell the people who work for governments to do many things.

Grade 2, One Plus One, (TE), Macmillan. Page 99.
Government workers provide many services.

Grade 2, One Plus One, (TE), Macmillan. Page 100.
State governments give people many services.

Grade 2, One Plus One, (TE), Macmillan. Page T82.
A community has need for a great variety of services; some of these are provided by the local government, others are provided by non-governmental agencies.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 37.
People in a community share the services of police, firemen, and public schools. Other services shared by the community include garbage disposal, road maintenance, parks, playgrounds, libraries, transportation facilities.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 56.
Communities need both private and public services.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 65.
Governments pay for public services by collecting taxes.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 70.
Tax money supports public schools.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 71.
Public services are paid for by the public because the public, as a whole, needs them. Private services may be regarded as those bought by individuals or groups for their own use. Private services are also more dependent on individual than on community choice.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 140. Many needs of the neighborhood that are not met by family, friends, or volunteers are often met by government.

Grade 2, We Live in Communities, Ginn. Page 81. All governments provide people with protection and services.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 169. Most households consider it socially and economically desirable for government to provide certain goods and services to households. The government provides these public goods and services to insure that they are equally available to everyone, even though households do not pay equal taxes to the government for these goods and services.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 8. Certain kinds of things, streets for example, are shared by everyone.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 17. Policemen and firemen are public service workers. They work for the government.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 72. Communities provide many services. The government must decide what services to give, how to see that they are given, etc.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 127. The government of San Juan is trying to see that all the people have good homes.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 128. Communities everywhere spend money to provide schools.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 206. Philadelphia and our federal government spend money to preserve buildings, places, and things important in our country's story.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T16. Everyone in a community shares the streets, roads, and water supply.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T17. Communities provide facilities for recreation. Everyone helps pay for these facilities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T37. Many of our large cities have special places to go for amusement. Some of the amusement facilities are provided by the city and are paid for with taxes.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T40. A community must have facilities that enable people to get water, food, shelter, and clothing.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T50. A government must supply many services to the people of its community. Every community needs workers to carry on its services.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T89.
Alaskans work hard to provide jobs, schooling, and medical facilities for all of the people.

Grade 3, The Communities We Build, (TE), Follett. Page T30.
There is evidence of the many public services governments provide on every street: mailboxes, litter containers, buses, etc.

Grade 3, The Communities We Build, (TE), Follett. Page T252.
The community government must provide some health services. It must protect the people and provide education.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 2-3.
Most parks and recreation spots are provided by some level of government.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 2-5.
The national government is responsible for certain matters and services for the entire country.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 5-3.
Government and service workers perform jobs which help the society function.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 118.
Government workers earn wages like other workers. Their wages are paid with taxes collected from the people.

Grade 3, The Earth and Man, Fideler. Page 143.
Communities provide police and fire protection since it would be economically infeasible for every family to provide this common good on its own.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 12.
Public goods are goods provided by governments which help satisfy the collective wants of people. Usually the goods are such that people as individuals are unable or unwilling to provide for them efficiently.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 43.
Public capital goods are owned by the city government for use in providing goods and services to local citizens.

Grade 3, Greenfield and Far Away, Heath. Page 54.
The agencies and people concerned with safety and health play an important part in community life. Some of these services are public; others are private.

Grade 3, Greenfield and Far Away, Heath. Page 61.
The protection and preservation of life, health, and property is of prime importance in a community because of people's interdependence.

Grade 3, Greenfield and Far Away, Heath. Page 62.
Policemen help to keep a community safe by enforcing laws, safeguarding life and property, and controlling traffic.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 3, Greenfield and Far Away, Heath. Page 94.
As a community grows, some of its original insitutions become too small. This includes schools, libraries, the police force, etc.

Grade 3, Greenfield and Far Away, Heath. Page 112.
Each neighborhood is like a small town in that each may have a business center, a fire station, a police station, churches, and a park.

Grade 3, Greenfield and Far Away, Heath. Page 115.
A city has specialized transportation needs to get people to their work and home again, or to get them to different areas within the city. There may be buses, subways, elevated trains, and taxis. Cities may need wide streets, tunnels, parking places for cars, and bridges.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 92.
Building roads is a responsibility assumed by governments because the costs are too burdensome for any one individual or family.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 59.
Public schools today are supported by taxes paid by the people.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 70.
New England had tax-supported public schools.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 140.
Services such as police protection, public health, schools, public utilities, roads, and national defense are provided by government and paid for through public taxation.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 117.
Public schools are tax-supported institutions.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 83.
Some government services are street maintenance, lighting, signs, law enforcement, and auto licensing.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 84.
The national government provides defense of the country, interstate highways, information services, coinage, and money, high court judges, national parks, and wildlife refuges, and many more services.

Streetcleaning, street and sidewalk maintenance, traffic control, building inspection, sewage control and disposal, pollution control, maintenance of street lights and traffic lights and signs, and establishing safety standards for elevators are just a few of a city's many services.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 94.
Everyone needs and uses city services; therefore, everyone should help pay for them.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 85.
People expect the government to meet certain wants and needs.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 144.
Because so many people from different cultures come to Calcutta and because Calcutta's economic base is very limited, many people are unemployed and the water, transportation, public health, and medical-care systems are inadequate.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 244.
In many instances public transportation can help solve a city's transportation problems better than private transportation.

Grade 3, People use the Earth, Silver, Burdett. Page 224.
People depend on their government to provide services that improve living conditions for all.

Grade 3, People use the Earth, Silver, Burdett. Page 233.
Mexico City must get taxes to pay for services it provides. Many people who move to Mexico City have very low incomes and need help from the government to meet their basic needs.

Grade 3, People use the Earth, Silver, Burdett. Page 239.
The city of St. Louis began an urban renewal program to provide better housing, education, and recreation for its citizens.

Grade 3, Teachers Guide to Economics, Oregon DEEP. Page 26.
Some of our goods and services are produced by governmental agencies.

Grade 3, The Third Planet, (TE), Macmillan. Page 275.
There are many city and state parks where people can get away from the streets, and sidewalks. There are forests that belong to our government, which means they belong to all of us.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T58.
Population growth brought the need for increased and highly specialized city services.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 117.
As more people moved to cities, the need for city services increased.

Grade 3, Urban America, Sadlier. Page 72.
City funds are used to maintain and staff city playgrounds, zoos, beaches, pools, and parks. Most city governments accept these costs as part of their responsibility to serve urban citizens.

Grade 3, Urban America, Sadlier. Page 190.
The services which city people expect from their government are costly. City people expect free public schools. They expect health and hospital care. They demand fire protection, police protection, welfare, garbage collection, street maintenance, and many other services.

Grade 3, Urban America, Sadlier. Page 203.
The city police department provides one of the city's most important services.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 3, Your City: Problems and Promises, Sadlier. Page 43.
The idea of free public schools grew from the American Revolution.

Grade 3, Your City: Problems and Promises, Sadlier. Page 53.
City governments support opera and ballet companies, theater groups and symphony orchestras.

Grade 3, Your City: Problems and Promises, Sadlier. Page 147.
City governments must take in and spend huge amounts of money each year. City people in all income levels expect many services from their local government.

Grade 3, Your City: Problems and Promises, Sadlier. Page 157.
Life in American cities would be impossible without the protection of the police and the fire departments.

GOVERNMENT AND THE ECONOMY: TAXATION

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 30.
The money income received by government which is generally in the form of taxes is paid by households and businesses. Taxes are the involuntary payments of money from individuals and businesses to government.

Kindergarten, Economic Education Curciculum Guide: Oklahoma. Page 44.
The goods and services provided by the city government are paid for primarily by taxes. These are things people elect to buy together, rather than as individuals, because everyone will benefit in some way.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 45.
Government goods and services are provided primarily through taxation, but individual citizens do not all pay the same amount of taxes. Capital goods purchased with tax money are publicly owned for use by all citizens.

Kindergarten, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards, Publication No. 10. Page 3.
Government uses tax revenue to provide services for the public.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 65.
A family may use its money income in three ways - for purchasing consumer goods and services, for saving, and for paying taxes.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 70.
As in the case of households, government must have a source of money income if it is to provide goods and services to households.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 44.
The goods and services provided by the city government are paid for primarily through taxes.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 1, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication No. 10. Page 18.
The government provides many health services which are paid for by the public through taxes.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 152.
Families pay taxes for things the government buys. These things are so big and expensive that they have to be bought collectively.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 3.
Every family must have a home, food, clothing, and must pay taxes.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 21.
Individuals pay for government goods and services through taxes.

Grade 1, Families Near and Far, Heath. Page 89.
A public school is a building built by the town with funds provided by taxes.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 55.
All parents and other people in the community share in the cost of schools. Each pays his share by paying taxes, or tax money, to the community government. Everyone pays for public schools, so everyone owns them. They are the property of the community.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 64.
Public services are paid for by the people through a system of taxation.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 71.
People living in a community need a fire department. Fire departments are supported by taxes.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 131.
Building and maintenance of roads are financed through taxes levied by local, county, state, and federal governments.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 138.
People help pay for roads when they buy gasoline or tires which are taxed.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 187.
Families share the cost of many goods and services purchased by the government. Families pay taxes that are used to produce many goods and services. People pay taxes to the city, the state, and the United States; and these governments use the taxes to pay for goods and services.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 189.
A portion of the taxes families pay is used to provide welfare for needy families.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 192.
The amount of taxes a person pays depends on the amount of income he receives.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 1, People at Home, (TE), Laidlaw. Page T37.
Families help pay for some services through taxes they pay.

Grade 1, Teachers Guide to Economics, Oregon DEEP. Page 30.
Some of our goods and services are produced by governments. People pay taxes to the government so that it can buy the resources it needs.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 54.
Most schools are owned by the citizens of the community. Citizens pay taxes to provide for school construction and maintenance. Those who use a school share responsibility for the care of school equipment.

In a large and complex society, citizens pay taxes to help finance schools, libraries, museums, auditoriums, fire and police protection as well as other shared services.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 122.
Members of a community pay for services and facilities through taxes.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 123.
Businesses, as well as individuals, pay taxes to support community facilities and services.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 128.
Some recreational facilities are tax-supported and some are commercial. Taxes collected from people in a community pay for facilities shared by people in the community.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 50.
People on whose incomes or property a tax is levied, have a right to voice their opinion on tax proposals.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 77.
Taxes are money collected from the people by a government. Tax money pays for many services. For example, England used tax money to pay for an army and a navy.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 97.
Military forces, their equipment and supplies, and all the work they do is paid for with tax money.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 100.
Communities need both private and public services. Public services are paid for by taxes.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 136.
Man-made lakes are often built by the government with money collected by taxes.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 230.
Government pays for public services by collecting taxes.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 287. People of a community pay for public services with tax money.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 118. The money income of government consists mainly of tax payments received from households.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 186. Communities offer many services. People in a community pay taxes. Taxes finance the services of a community.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 44. The goods and services provided by the city government are paid for primarily by taxes.

Grade 2, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication, No. 10. Page 8.
In a democracy the people decide how and where tax monies are to be spent.

Grade 2, Economic Education For Arkansas Elementary Schools. Page 154. If the producer of resources works for the government or produces a good or service that is paid for through tax collections, the work he or she is connected with is called a public enterprise. Schools are public enterprises. They are supported by government income from taxation.

Grade 2, Economics Education, New York. Page 24. There are many kinds of taxes; e.g., sales tax, income tax, gasoline tax, license fees, etc.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 84. Taxes pay for the goods and services provided by governments.

Grade 2, Everyone Lives in Communities, Ginn. Page 9. In a democratic society, the people decide what taxes shall be collected.

Grade 2, Everyone Lives in Communities, Ginn. Page 17. There are several types of taxes; some are hidden such as those on gasoline and telephone calls.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 97. Today every town has a school. The schools cost money. The money comes from taxes.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T90. Most communities in our country today have one or more public schools. Public schools in our country are paid for by taxes that all families help to pay.

Some of the things that people buy are taxed and part of the money that is collected is used to help pay for schools.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 2, Observing People and Places, (TE), American Book Co. Page 1-14.
Public facilities are supported by the tax money which all citizens pay to the government and they are, therefore, the property of all of the people.

Grade 2, Observing People and Places, (TE), American Book Co. Page 6-2.
Taxes are used to pay for the services of community workers.

Grade 2, One Plus One, (TE), Macmillan. Page 105.
We want schools and parks and clean streets. We give money to our governments. They get these things for us. The money we pay is called taxes.

Grade 2, One Plus One, (TE), Macmillan. Page T82.
Governments are able to provide services by paying for them with money collected through taxation. There are several different theories of taxation, such as the ability-to-pay theory and the benefit-received-theory.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 37.
People in a community share the services of police, firemen, and public schools. People also share the cost of maintaining these services through taxes.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 65.
Governments pay for public services by collecting taxes.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 69.
Tax money is collected through real estate taxes, dog tags, city income tax, license plates, gasoline tax, and others.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 70.
Tax money supports public schools.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 71.
The cost of public services is shared by taxpayers. Public services are paid for by the public because the public, as a whole, needs them.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 140.
Governments get their income through taxation.

Grade 2, Teachers Guide to Economics, Oregon DEEP. Page 16.
Some of the goods and services that families need are produced by the government. Families and businesses pay taxes to the government. The government uses the tax money to buy materials and to pay wages, salaries, and rents in providing these goods and services.

Grade 2, Teachers Guide to Economics, Oregon DEEP. Page 24.
The people must decide what services can best be provided by government and must tax themselves to pay for the resources that the government uses.

Grade 2, We Live in Communities, Ginn. Page 20.
Through taxation, people in a community can obtain goods and services that are too expensive for families and individuals to provide for by themselves.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 171. In order to provide goods and services to households, city governments must have money income which is obtained primarily by taxing households.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 8. Certain kinds of things, streets for example, are shared by everyone. Everyone helps to pay for them.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 74. Taxes pay the workers who give a community the services it needs. Taxes also pay for parks, schools, and libraries. No community services are free.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 211. People pay taxes to help provide money needed for their community, state, and national governments.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T17. Communities provide facilities for recreation. Everyone helps pay for these facilities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T51. All governments must have a way of getting money. Taxes supply most governments with needed money. Taxes are used by a community government to pay workers and to erect community buildings.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 118. Government workers earn wages like other workers. Their wages are paid with taxes collected from the people.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 158. People pay taxes to the government for the goods and services it produces. Goods and services produced by the government are used by all of the people. Tax money is used to pay public workers.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 87. Everyone pays taxes. There are many kinds of taxes.

Grade 3, Greenfield and Far Away, Heath. Page 54. Taxes are a means of acquiring funds needed to provide health and safety services for the entire community.

Grade 3, Greenfield and Far Away, Heath. Page 61. People in a community anticipate the high cost of health care, property protection, and personal safety, and plan ahead to provide funds to meet these costs by paying taxes to the community, by budgeting part of their income for health insurance, and by giving some of their money to a community fund to help people who are unable to help themselves.

Grade 3, Greenfield and Far Away, Heath. Page 62. Policemen are paid with tax money.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 59. Public schools today are supported by taxes paid by the people; these taxes include local, state, and national ones.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 70. New England had tax-supported public schools.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 81. The colonists said they objected to being taxed by Parliament, since they were not represented in it.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 140. Public services provided by the government are paid for through public taxation.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 48. The movement to suburbs has resulted in a loss of taxes for the cities, although costs of city government continue to rise. Lower property costs and taxes, and room for ample parking and future expansion have lured industries large retail department stores, and other businesses from the central city.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 76. Public schools are tax-supported institutions. Private schools are non-tax-supported and usually depend on tuition or fees for income.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 81. The main source of the money needed to run any government is taxes. Citizens of the United States are subject to many kinds of taxes.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 83. The bulk of local government taxes comes from taxes on real estate. Thus land and building taxes pay for much of the local public services.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 82. Government officials must decide how to pay for the goods and services the government produces. Usually they are paid for through taxes.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 258. One good way to fight pollution would be to fine factory manager or charge a special tax that everyone would pay according to the amount he pollutes. The tax income could be used by the government to keep the air and water clean.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 272.
The French and Indian War cost England a great deal of money. The English government wanted the colonists to pay part of the costs of the war by paying taxes. This seemed only fair to the English.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 273.
England taxed the goods entering America.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 277.
The colonists became angry when they were taxed because they had no part in making the decision.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 305.
The colonists made it difficult for the English to collect the taxes.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 305.
When the colonies declared their independence from England, the people planned to not let their new government have the power to tax.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 308.
When this nation was just beginning each state taxed goods coming into the state.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 319.
Governments use tax money to pay for goods and services that people need.

Grade 3, Teachers Guide to Economics, Oregon DEEP. Page 30.
Governmental agencies don't usually sell the goods and services they produce. They get the money they need by collecting taxes from the people and businesses. The people have to decide how high they want their taxes to be, what kind of taxes they want to pay, and which goods and services they want the government agencies to provide.

Grade 3, The Third Planet, (TE), Macmillan. Page 266.
Stopping pollution means that the government see that the new laws are obeyed. Government workers may have to go into homes and factories. Hiring people for this work costs money. This money must be paid out of taxes.

Grade 3, Urban America, Sadlier. Page 18.
King George levied taxes on the colonists.

Grade 3, Urban America, Sadlier. Page 153.
Besides having a bad effect upon the city's central business district, congestion caused by automobiles and trucks also seriously cuts down the amount of money the city collects in taxes.

Grade 3, Urban America, Sadlier. Page 192.
City government, like other levels of government in a democracy, raises money chiefly through taxes.

Grade 3, Your City: Problems and Problems, Sadlier. Page 147.
Most city income is based on taxes.

GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

Grade 1, Economics Education: New York. Page 4.
Family life of long ago was different in many ways than family life today.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 36.
The well-being of families affects the well-being of the nation.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 122.
The way goods are produced has a profound effect on lifestyles.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 160.
While many families in our country move from job to job to improve their well-being, some people cannot move from job to job.

Grade 1, Our Working World: Families, (T), 2nd Ed., S.R.A., Senesh. Page 174.
Involuntary unemployment creates problems for the individual, the family, and the nation.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 175.
Economic growth and improved living standards depend largely on improved tools, machines, technology, and organization, which in turn mean greater specialization and higher productivity.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 231.
Rapid industrialization, in the final analysis, raised America's standard of living.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 178.
The producer's ability to extend productive resources affects the standard of living of the people.

Grade 2, Everyone Lives in Communities, Ginn. Page 40.
People always keep trying to improve their standard of living. They work hard to acquire some of the comforts and luxuries of life.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T68.
Most families of India are very poor, having no luxuries and few comforts. Everyone in an Indian village family works hard.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T107.
Although India has made great progress in recent years, it still does not provide an education for all of its people.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 231.
A country's well-being can be affected if people do not learn to communicate ideas.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T78.
The Mexican government is trying to improve the standard of living by providing education for all.

GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

The Gross National Product is equal to all the income earned in one year in the production of goods and services.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 101.
Government taxing takes money from the Gross National Product and government spending adds to gross national product.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 131.
When the production of goods and services declines, the GNP goes down.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 117.
Inflation, depression, and other economic trends in one section of the country affect other sections.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 139.
Economic growth is strongly influenced by private savings and investment.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 140.
Since the 1930's, the government has taken an active part in promoting economic stability.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 142.
With only 6 per cent of the world's population, the gross national product of the United States constitutes more than one-third of the product of the whole non-communist world.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 144.
Because so many people from different cultures come to Calcutta and because Calcutta's economic base is very limited, many people are unemployed and the water, transportation, public health, and medical care systems are inadequate.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 156.
Because of the stability of its government, its economic growth, and its capacity to provide a better life for all its people, Singapore sets an example for an area of the world better known for its poverty and political instability.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 155.
Three out of every ten Americans are poor. They do not have enough money to buy what they need.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 199.
The really poor people in some cities in other parts of the world do not even have a place to sleep. Thousands sleep outdoors, and often they have to beg for food and clothes.

Grade 3, Urban America, (TE), Sadlier. Page 16.
All men have the right to an adequate standard of living.

Grade 3, Urban America, (TE), Sadlier. Page 35.
All men have the right to an adequate standard of living.

GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

Grade 3, Urban America, Sadlier. Page 196.
A chain reaction of price rises is called inflation.

Grade 3, Your City: Problems and Promises, Sadlier. Page 33.
The need now is for government and industry to provide jobs and training to help the city poor raise their standard of living.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGE)

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 34.
A household receives money income in the form of wages and salaries, rent, interest, and profit.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 4.
A source of family income is necessary for the satisfaction of wants.

Kindergarten, Economic Education for Washington Schools, (DEEP). Page 7.
Income is earned by producing goods and services.

Kindergarten, Economics Education, New York. Page 26.
Income, which is used to obtain goods and services, is provided by the family members that work.

Kindergarten, Economics Education, New York. Page 30.
Income is money people earn by producing goods and services which are purchased by members of other families.

Kindergarten, People at Home, Laidlaw. Page 26.
People use the money they earn through their work to buy things they need and want.

Kindergarten, People at Home, Laidlaw. Page 36.
Family earnings are spent for family needs and wants.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 64.
Some families receive money income even though no member of the family is paid for producing goods and services outside the home. This income comes in the form of unemployment benefits, old age pensions, relief, gifts, or payments to disabled veterans.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 4.
A source of family income is necessary for the satisfaction of wants.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 99.
The family's share of what is produced is determined by the family income.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 6.
A producer of goods or services earns income.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGE)

Grade 1, Explorers and Discoverers, (TE), LV Ed. II, Allyn and Bacon, Page 48. People work and make and supply many things. They are paid money for their work. They use money to buy things.

Grade 1, Families and Their Needs, Silver, Burdett. Page 84. Families earn income in many ways. They use part of their income to buy food.

Grade 1, Families are Important, Ginn. Page 55. Income is stated in terms of money which represents claims on goods and services.

Grade 1, Families Live Everywhere, Ginn. Page 62. To buy goods and services, families need money. Income, which is money earned, represents claims on the goods and services available in the market.

Grade 1, Investigating Man's World: Family Studies, Scott, Foresman. Page 86. Fathers generally work outside the home to earn money to buy the things the family needs and wants.

Grade 1, Our Country, (TE) LV Ed. II, Allyn and Bacon, Page 35. People work at various jobs to earn money to buy things they need or want.

Grade 1, Our Country, (TE) LV Ed. II, Allyn and Bacon, Page 186. Most people earn wages in the form of money or receive payment in money for goods they produce or services they render.

Grade 1, Our Working World: Families (T) 2nd Ed., S.R.A. Senesh, Page 65. Family members must work to provide income, Income is necessary to provide food, clothing, and shelter, as well as other needs of the family.

Grade 1, Our Working World: Families (T) 2nd Ed., S.R.A. Senesh, Page 146. Money, which is the reward for producers who work outside the home, helps us to trade with each other and to measure the value of goods and services.

Grade 1, Our Working World: Families (T) 2nd Ed., S.R.A. Senesh, Page 149. People use their income to buy the goods and services they need.

Grade 1, Our Working World: Families (T) 2nd Ed., S.R.A. Senesh, Page 162. All people's incomes are not the same.

Grade 1, Our Working World: Families (T) 2nd Ed., S.R.A. Senesh, Page 164. The income a producer receives is influenced by how fast he can produce. The income a producer receives is influenced by many economic and non-economic factors.

Grade 1, Our Working World: Families (T) 2nd Ed., S.R.A. Senesh, Page 165. The income a producer receives is influenced by how experienced he is and the quality of the tools he uses.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGE)

/ Grade 1, Our Working World: Families (T) 2nd Ed. S.R.A. Senesh, Page 166.
The income a producer receives is influenced by how well educated (trained) he is.

Grade 1, Our Working World: Families (T) 2nd Ed., S.R.A. Senesh, Page 167.
Some people earn more or less as a result of discrimination. Luck may be a factor in some people's having a higher income than others. One's income is often affected by his awareness of the alternatives open to him.

Grade 1, Our Working World: Families (T) Ed., S.R.A. Senesh, Page 168.
Some people with a high income take a job with lower income to increase their job satisfaction.

Grade 1, People at Home, (TE) Laidlaw, Page 70.
West African families need money. They earn the money by working away from home.

Grade 1, People at Home, (TE) Laidlaw, Page T26.
People use the money they earn through their work to buy things they need and want; they also save part of their earnings.

Grade 1, People at Home, (TE) Laidlaw, Page T31.
Family members work outside the home to earn the money the family needs.

Grade 1, People at Home, (TE) Laidlaw, Page T36.
Family earnings are spent for family needs and wants.

Grade 1, People in our World, (TE) Follett, Page T112.
Money is earned by members of families who produce goods and services which may be used by their own and other families.

Grade 1, People in Our World, (TE) Follett, Page T135.
Family members earn money by working. At work they produce goods and perform services that help their own and other families.

Grade 1, People in Our World, (TE) Follett, Page T136.
There are many types of work people might do to earn the money their families need.

Grade 1, People in Our World, (TE) Follett, Page T174.
Although fathers usually earn the money the family needs, any member of the family can earn money.

Grade 1, Seeing Near and Far, American Book Company. Page 1-10.
Some people work hard buy are not paid a salary; these are volunteers.

Grade 1, Seeing Near and Far, (TE) American Book Company, Page 1-12.
People buy the things they need and want with money they earn.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGE)

Grade 1, Seeing Near and Far, (TE) American Book Company. Page 5-6.
The Japanese people find many ways to make a living in their country.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 174.
People need to work to earn money.

Grade 1, Working, Playing, Learning, (TE) Field Educational Pub. Page 80.
Families require income to buy goods and services.

Grade 1, Working, Playing, Learning, (TE) Field Educational Pub. Page 90.
In today's world, people are able to acquire things with money earned by working.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 40.
Producing goods to satisfy demand is a method of creating wealth.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 270.
People work in order to satisfy their needs and wants.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 301.
A money crop is a crop produced by a farmer for the purpose of selling it to earn money.

Grade 2, Australia and the Aborigines, (TE) LV Ed. II, Allyn and Bacon. Page 25.
People work to satisfy needs and wants.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 110.
Prices of goods and services, along with the amount of money income available determine the extent to which members of a household can satisfy their wants and needs.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 34.
Income is used to buy goods.

Grade 2, Communities at Work, Heath. Page 122.
Four ways have been developed for the Indians to earn money: (1) living on the reservation and developing the tribe's natural resources, (2) living on the reservation and working elsewhere, (3) living on the reservation and working in industries established by outside companies on the reservation, (4) moving away from the reservation.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 4.
A source of family income is necessary for the satisfaction of wants.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 1.
Workers earn income by producing goods and services other people want.

Grade 2, Economics Education: New York. Page 8.
Producers are paid for the goods and services they produce.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGE)

Grade 2, Economics: The Dismal Science, Ellenberg. Page 71.
Adults get money mostly from work. Some people have jobs or own businesses where they make a lot of money; and others have jobs where they make less, sometimes very little money.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page 32.
Families earn money. They spend part of what they earn.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T38.
Families use some of the money they earn to buy a house.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T55
Some Japanese mothers also work outside the home. They are paid for the work they do outside the home.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T70
Indian fathers do many different kinds of work in the cities to earn money for their families.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T94
Teachers and principals earn their living by working in the schools.

Grade 2, Families and Social Needs, (TE) Laidlaw, Page T105.
The Swiss make money by selling handmade things to people visiting Switzerland.

Grade 2, The Groups We Belong To, (TE) Follett. Page T154.
People work to earn an income. They spend this income on food, clothing, and paying rent.

Grade 2, Investigating Man's World: Local Studies, Scott Foresman. Page 46.
A persons' wages depend on factors such as skill,experience, seniority, education, responsibility, production, and job difficulty.

Grade 2, Observing People and Places, (TE) American Book Co. Page 1-8.
Money people earn is called income. Money is exchanged for needs and wants.

Grade 2, Observing People and Places, (TE) American Book Co. Page 13.
Money that people earn for the work they do is called income. People use their income to buy the things they need and want.

Grade 2, Observing People and Places, (TE) American Book Co. Page 6-3.
Tax money pays the salaries of community service workers.

Grade 2, Our Community, (TE) LV Ed. II, Allyn and Bacon. Page 70.
Usually fathers, but also an increasing number of mothers, earn money by doing some kind of work.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGE)

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A. Senesh. Page 102.
A storekeeper uses his income to pay expenses and the amount left over represents his profit.

Grade 2, People, Places, Products, (TE) Field Educational Pub. Page 46.
Commercial processing enables fish to be sold beyond fishing communities. Without this means of extending their markets fishermen could not earn adequate incomes.

Grade 2, People, Places, Products, (TE) Field Educational Pub. Page 83.
Scientists work to develop grain plants that are more productive and more resistant to insects and disease. Larger yields provide food for more people and an increase in income for the farmer.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 175.
People give services or make goods to earn and spend.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 181.
People work for many reasons; one is to earn money.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 185.
People may either spend their income or save it for later use.

Grade 2, The Social Sciences, Concepts and Values, (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 200.
People earn money for the services they perform. They use some money to buy food and clothes. People use money to pay for goods and services.

Grade 2, The Social Sciences, Concepts and Values, (Red) (TE) 2nd Ed., Harcourt, Brace,Jovanovich. Page 222.
People make goods or give services to earn incomes.

Grade 2, The Social Sciences, Concepts and Values, (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 242.
Many people earn incomes by giving service.

Grade 2, We Live in Communities, Ginn. Page 28.
People produce goods and services; for this work, they are paid an income.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 161.
Households use their money income to purchase the goods and services that businesses produce and offer for sale.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page 16.
Most people must have jobs to earn money to pay for things like food, clothing, and homes.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page 54.
Most communities need industries where people can earn money.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGE)

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page 55.
Communities with large houses often attract prople who earn their money elsewhere.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page T20.
All men need to earn money with which to pay for food, clothing, and a place to live.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page T40.
The people of most communities must have a way to earn a living.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page T43.
Some people work to earn money; others donate their time for the good of the community.

Grade 3, The Communities We Build, (TE) Follett. Page T212.
People on a kibbutz do not earn money for the work they do, but they do share their resources so everyone can live.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 4.
A source of family income is necessary for the satisfaction of wants.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 71.
Adults get money mostly from work. They have jobs or own businesses where they make a lot of money, and others have jobs where they make less, sometimes very little.

Grade 3, Greenfield and Far Away, Heath. Page T33.
Families must live in places where the adults can find jobs to earn money.

Grade 3, Greenfield and Far Away, Heath. Page T38.
People earn income by providing goods and services for others.

Grade 3, Greenfield and Far Away, Heath. Page 110.
Natural resources and geographic features influence the ways in which people earn income.

Grade 3, The Metropolitan Community, (TE) LV II, Allyn and Bacon.
Page 66.
The Central Business District is the area where many workers earn their living.

Grade 3, People Use the Earth, Silver, Burdett. Page 246.
Workers use income, earned on their jobs, to buy the things they need.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 54.
Most Eskimoes work to earn money.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGE)

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 153.
Jobs vary from town to town, but all people must work to earn a living.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page T35.
Farmers exchange the money earned from the food they grow for the goods made or processed in the cities.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page T69.
Poverty is not having enough money to meet basic needs.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page 21.
People who work in cities made more jobs for other people. With the money people make from their work they can afford to pay for what they need.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page 168.
Poverty means not having enough money to buy the things you need.

INCOME: INTEREST

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 76.
Interest is a reward for saving. If savings are kept in the bank, we receive interest payments in exchange for the use of our money.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 100.
One way of earning income is the interest received for money ownership.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 16.
Some families receive money from other sources, such as interest.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A. Senesh. Page 124.
Those who borrow money must pay the money back with interest for the use of the money.

Grade 2, Communities at Work, Heath. Page 30.
Interest is payment for the use of money.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 134.
The commercial bank is a financial institution. It is a private enterprise. People own the bank, but they use other people's money. They pay these people interest for the use of their money. This interest payment becomes income to these people.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 35.
A banker must get more money back than he lends out to make a profit. This extra money is interest; much of the interest goes to pay for the costs of banking.

INCOME: INTEREST

Grade 2, Economics: The Dismal Science, Ellenberg. Page 45.
When a buyer buys on credit, they pay something each month on the cost of his purchase plus interest charges. Credit is seldom free; a person pays for the convenience of buying goods over a period of time.

Grade 2, Our Community, (TE) LV Ed., Allyn and Bacon. Page 62
When people borrow money from a bank they must pay for the use of this money. Banks earn money in this way, and that is why they can pay interest on money that is deposited in savings.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A. Senesh. Page 49.
Banks pay interest on money left in banks.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 10.
Most producers need tools, machinery, materials, and capital with which to work. The people who provide capital receive interest in return.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 36.
People who do not have enough money to buy something that they want right now, sometimes borrow it from those who have more money than they want to spend right now. The people who lend the money usually insist that the borrower not only promises to pay it back, but also that he pay an extra amount, called interest, for the privilege of using their money.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 38.
Some families and businesses want to spend more money than they have right now. They must decide whether or not to borrow.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 35.
Interest is the money paid for the use of money.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 45.
Interest is the cost of credit.

Grade 3, The Metropolitan Community, (TE) LV Ed., Allyn and Bacon, Page 78.
Banks accept savings from savers. Banks in turn lend the savings to others. Borrowers pay interest to the bank, which in turn pays interest to savers.

INCOME: PROFIT

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 18.
Profit is the income of entrepreneurs for incurring risks.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 18.
Profit is the income remaining after all costs of operating a business are paid.

INCOME: PROFIT

Grade 1, Economic Education for Arkansas Elementary Schools. Page 99. Profit is the money the owner of a business has left after he has paid all of the expenses of running the business and paid himself a salary. This hope of profit, which is the income for the owner of a business, is the reason people go into business.

Grade 1, Families are Important, Ginn. Page 49. In open market systems, the profit motive and buyers' choices in the market influence what is produced.

Grade 1, Our Working World: Families,(T) 2nd Ed., S.R.A. Senesh. Page 123. Profit is the reward business owners receive for the risks involved in their businesses.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A. Senesh. Page 164.
There is a difference between the income of an employee and the income of a businessman.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A. Senesh. Page 166.
Although the risks are different, each businessman is entitled to a special reward (profits) for the risks he takes.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 28. Businesses receive income when they sell the products they make. They use their income to buy the resources they need.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 147. Profits provide incentive to produce goods as well as to invest in capital goods.

Grade 2, American Communities, (TE) LV Ed., II, Allyn and Bacon. Page 162. Profits provide incentive to produce goods as well as to invest capital in the production of goods.

Grade 2, American Communities, (TE) LV Ed., II, Allyn and Bacon. Page 273. Farmers often wait for a good price for their crops so they will make a profit on their investments.

Grade 2 American Communities, (TE) LV Ed., II, Allyn and Bacon. Page 276. Profits provide incentive to produce goods and services and to invest capital in the production of goods and services.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 34. Merchants must make a profit on the goods they sell in order to stay in business.

Grade 2, Communities at Work, Heath. Page 30. Storekeepers make a profit by selling things for more than what they have paid for them.

INCOME: PROFIT

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 18.
Income remaining after all costs of operating a business are paid is profit. It is the return to entrepreneurs for incurring risks.

Grade 2, Economics Education for Washington Schools, (DEEP). Page 11.
The money a businessman has left after paying the costs of production, including a salary for himself, is his profit. The purpose of a business firm is to make a profit.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 35.
No businessman will stay in business unless he makes a profit.

Grade 2, Observing People and Places, (TE) American Book Company. Pages 1-9.
Grocers and pharmacists call the profit they make on sales their income.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A. Senesh. Page 49.
Profit is the amount a farmer has left over after he has paid the costs of production.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A. Senesh. Page 82.
Profits are determined by the price and cost of production, so every producer wants to produce goods and services at the least cost and sell them at the highest price.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A. Senesh. Page 90.
Profits are directly related to risks. The larger the risks an entrepreneur takes the more he should be rewarded.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed., S.R.A. Senesh. Page 102.
A storekeeper uses his income to pay expenses, and the amount left over represents his profit.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 5-5.
A worker can make money by selling a product at a higher price than he paid for that product. This money is profit.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 124.
The money left after all a dealer's bills have been paid is his profit. The dealer may use his profit to buy things he needs and wants. He may also use his profit to make his business larger.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 18.
Profit is the income remaining after all costs of operating a business are paid. It may be considered a return to entrepreneurs for incurring risks.

INCOME: PROFIT

Grade 3, Economics: The Dismal Science, Ellenberg. Page 35.
No businessman can stay in business unless he makes a profit.

Grade 3, Greenfield and Far Away, Heath. Page 36.
Stores and businesses must make a profit.

Grade 3, Greenfield and Far Away, Heath. Page 45.
Profit results when prices are set high enough to pay for all costs and then have money left over. Profit belongs to the owners, the persons who risked their money to start or operate the business.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 38.
After paying wages and other expenses the amount left over is called profit.

Grade 3, The Making of Our America, (TE) LV Ed., II, Allyn and Bacon. Page 146.
By being able to produce more cars faster with the same amount of labor, Ford could sell cars cheaply and still make a profit.

Grade 3, Teachers Guide to Economics, Oregon (DEEP). Page 20.
If there is money left over in a firm, it is profit and belongs to the people who own the business.

INCOME: RENT

Grade 1, Economic Education for Arkansas Elementary Schools. Page 100.
One way of earning an income is by receiving rent for property ownership.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 6.
Property owners receive income in the form of rent.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 16.
Some families receive money from other sources such as rent.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T33.
Money paid for rent allows a family to live in an apartment or a house; money paid as a house payment helps pay for the house and the family will own something.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T39.
If a family can't pay the rent the family must move or must break up.

Grade 2, Observing People and Places, (TE) American Book Company. Page 4-7.
Both individuals and business companies often rent the space they use.

Grade 2, Observing People and Places, (TE) American Book Company. Page 94.
Many people rent the use of buildings. They pay the owner to use the building for a certain time. People can also rent the use of parts of a building, such as offices, and apartments.

INCOME: RENT

Grade 2, One Plus One, (TE) Macmillan. Page 96.
Tenants pay rent to landlords.

Grade 2, Teachers Guide to Economics: Oregon (DEEP). Page 10.
The people who provide land to the productive process receive rent in return.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 178.
Rent is money payments for temporary use of a house, land, or some other property.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 49.
Rent is payment for the use of a building.

Grade 3, The Metropolitan Community, (TE) LV Ed., II, Allyn and Bacon. Page 66.
In general, it costs more to live in the Central Business District. Land is costly; rents are high; taxes are high, too.

Grade 3, The Third Planet, (TE) Macmillan. Page 182.
People who rent land to farm are called tenant farmers.

Grade 3, The Third Planet, (TE) Macmillan. Page 253.
The farmers of the Netherlands cannot buy the land on the polders. The government paid for all the work of making the polders. So the new land belongs to all the people. Each farmer rents his farm for twelve years at a time.

Grade 3, Towns and Cities, (TE) Field Educational Publication. Page 203.
If people pay rent, the owner is supposed to keep the house or apartment in good order. Often this is not done. The people who live there cannot spend money to fix a building they do not own.

INCOME: WAGE

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 23.
Wages are the money paid to a person in exchange for his labor services.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 100.
One of the ways of earning income is being paid a salary for labor performed.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 6.
A producer of goods or services earns income.

Grade 1, Our Working World: Families (T) 2nd Ed., S.R.A., Senesh. Page 39.
Useful work can be rewarded in a variety of ways and the work or its reward may benefit both the producers and those who only consume.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 164.
The demand for labor affects wages.

INCOME: WAGE

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 167.
Wages change as the demand for a particular good or service changes.

Grade 1, Seeing Near and Far, (TE) American Book Company. Pages 1-10.
Some people work hard but are not paid a salary; these are volunteers.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 14.
In most families the father earns money by working for it.

Grade 2, Economic Education for Washington Schools. (DEEP). Page 7.
Workers are needed to make the goods or perform the services. The businessman must pay wages to the workers.

Grade 2, Observing People and Places, (TE) American Book Company.
Page 1-9.
When and how workers are paid varies with the job.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 6.
People who provide labor receive wages in return.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 115.
Today, more Americans work in factories than anywhere else. They earn money for the work they do. The money workers earn is called their wages.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 118.
Government workers earn wages like other workers. Their wages are paid with taxes collected from the people.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 38.
Bosko was going to work for Mike, the owner of the trading post and rice mill, for a wage of five bags of rice per week.

Grade 3, The Making of Our America, (TE) LV Ed., II, Allyn and Bacon.
Page 140.
Unrestrained labor competition among men, women, and children drove wages down in the early part of the industrial revolution.

Grade 3, Teachers Guide to Economics, Oregon (DEEP). Page 14.
Most of our producers work outside the home to earn money for the family.

Grade 3, Teachers Guide to Economics, Oregon (DEEP). Page 20.
Business firms sell their goods or services for money, and they use this money to pay the people who work for them.

INVESTMENT: SAVINGS

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 33.
Households may save part of their money income. Saving is that part of current money income remaining after taxes have been paid and after goods and services have been purchased.

INVESTMENT: SAVINGS

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 36. Savings is the total accululation over a period of time of a household's financial assets.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 3. Savings contribute to the satisfaction of future wants.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 9. Income not immediately spent becomes part of the family's savings.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 12. Savings is that part of income not spent for consumer goods; it is also the retained earnings of businesses and the excess government revenue over expenditures.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 21. Family saving can be invested to earn income.

Kindergarten, Economics Education: New York. Page 30. Savings is putting off consumption until a future time. By saving, money cannot be used to obtain goods and services at the present time.

Kindergarten, People at Home, (TE) Laidlaw. Page 26. People use the money they earn through their work to buy things they need and want; they also save part of their earnings.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 75. Households may save part of their money income; this increases their ability to purchase goods and services in the future. Interest payments are a reward for savings that are kept in a bank. The money kept in the bank is invested in businesses.

Grade 1, The Child's World of Choices, Davison and Kilgore. Page 78. Savings are that portion of current income which is not paid out in taxes or in the purchase of consumer goods.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 3. Within a family, both the individual wants of members of the family and the collective wants of the family as a unit tend to change as the children grow older. Savings contribute to the satisfaction of future wants.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 9. Sometimes individuals or families choose to forego certain purchases so that they will be better able to buy later what they desire. Income not immediately spent becomes part of the family's savings.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 12. Savings is that part of income not spent for consumer goods; it is also the retained earnings of businesses and the excess of government revenue over expenditures.

INVESTMENT: SAVING

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 21.
A family or an individual may wish to postopne present consumption of certain goods or services in order to save for purchases it expects to make in the future. Family saving can be invested to earn income.

Grade 1, Our Country, (TE) LV Ed., II, Allyn and Bacon. Page 29.
Saving is an economic function that can be learned in the family.

Grade 1, Our Country, (TE) LV Ed., II, Allyn and Bacon. Page 35.
Saving is important.

Grade 1, Our Working World: Families,(T) 2nd Ed., S.R.A., Senesh. Page 124.
Businessmen often use other people's savings to start new businesses.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 139.
Savings are needed to build machines, but today we save money instead of time and material.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 150.
The part of income that is not spent is called savings.

Grade 1, People at Home, (TE) Laidlaw. Page 46.
Children can help save money.

Grade 1, People in Our World, (TE) Follett. Page T135.
Families can save money or they can borrow money and pay for the things they need.

Grade 1, People in Our World, (TE) Follett. Page T149.
People save their money for a time in the future when they will need it.

Grade 1, Seeing Near and Far, (TE) American Book Company. Page 1-13.
Sometimes we do not have enough money to trade for something we want and we have to save before we can buy it.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 20.
Families sometimes choose between spending now and spending later. They will save the money they do not spend.

Grade 2, American Communities, (TE) LV Ed., II, Allyn and Bacon. Page 147.
Profits provide incentive to produce goods as well as to invest in capital goods.

Grade 2, American Communities, (TE) LV Ed., II, Allyn and Bacon. Page 175.
Capital furnished by many people through a corporation enables the corporation to increase its holdings and to supply more and better products.

Grade 2, American Communities, (TE) LV Ed., II, Allyn and Bacon. Page 199.
To combat pollution problems, pulp and paper industries have invested substantial capital in antipollution equipment and technology.

INVESTMENT SAVING

Grade 2, American Communities, (TE) LV Ed., II, Allyn and Bacon. Page 236. Money (savings) is needed to move raw materials to the factory and to take the products away.

Grade 2, American Communities, (TE) LV Ed., II, Allyn and Bacon. Page 313. Tools are also capital; and capital is made possible by savings.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 121. Households may save part of their money income. When a family saves part of its income, it is foregoing present consumption for future consumption.

Grade 2, The Child's World of Choices, Davison and Kilgore. Page 125. Household saving is that part of current income which is not used to pay taxes and is not spent on consumer goods and services.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 3. Savings contribute to the satisfaction of future wants.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 9. Sometimes individuals of families choose to forego certain purchases so that they will be better able to buy later what they desire. Income not immediately spent becomes part of the family's savings.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 12. Savings are that part of income not spent for consumer goods. Savings are also the retained earnings of businesses and the excess of government revenue over expenditure.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 21. A family or an individual may wish to postpone present consumption of certain goods or services in order to save for purchases it expects to make in the future. Family saving can be invested to earn income.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 17. Money saved is available for meeting future needs.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T26. Families save part of their money to help meet future needs and wants.

Grade 2, The Groups We Belong To, (TE), Follett. Page T100. There are several options available to prople who want something that costs more money than they have. They can save, borrow, buy something that costs less, earn money, and others.

Grade 2, The Groups We Belong To, (TE), Follett. Page T103. Saving is a means of accumulating enough money to buy goods or services which are beyond one's means at a particular time.

Grade 2, The Groups We Belong To, (TE), Follett. Page T104. People must save when the things they want cost more money than they have.

INVESTMENT: SAVING

Grade 2, Observing People and Places, (TE) American Book Company. Page 1-10. A person may save his income when his income is not enough to buy what he needs or wants.

Grade 2, Our Community, (TE) LV Ed., II, Allyn and Bacon. Page 61. Savings help to make goods and services.

Grade 2, Our Community, (TE) LV Ed., Allyn and Bacon. Page 72. Savings can be used to start businesses and industries, thus providing jobs and wages for many people.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 205.
There are many reasons why people save money.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 175. Savings is that part of current income remaining after taxes have been paid and after goods and services have been purchased. Savings may be put into banks; interest will be received as a result of this. In turn, banks may lend this money (savings) to businessmen to be used in the production of goods.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 3. Savings contribute to the satisfaction of future wants.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 9. Sometimes individuals or families choose to forego certain purchases so that they will be better able to buy what they desire later. Income not immediately spent becomes part of the family's savings.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 12. Savings is that part of income not spent for consumer goods. It is also retained earnings of businesses and the excess of government revenue over expenditures.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 21. A family or an individual may wish to postpone present consumption of certain goods or services in order to save for purchases it expects to make in the future. Family saving can be invested to earn income.

Grade 3, Greenfield and Far Away, Heath. Page 36
To get surplus money to invest, people may have to go without enjoyable activities and to save part of their income.

Grade 3, The Making Of Our America, (TE), LV Ed., II, Allyn and Bacon. Page 137.
One reason the industrial revolution began in England is that a surplus of capital was available; landowners and merchants had money to invest in new machines and factories.

INVESTMENT: SAVING

Grade 3, The Making of Our America, (TE), LV Ed., II, Allyn and Bacon. Page 139.
Building and equipping factories requires large amounts of money.

Grade 3, The Making of Our America, (TE), LV Ed., II, Allyn and Bacon. Page 147.
Capital could be obtained from the savings of persons or banks or businesses who would invest in other businesses.

Grade 3, The Metropolitan Community, (TE), LV Ed., II, Allyn and Bacon. Page 51.
New capital invested in business stimulates commerce and industry.

MARKETS: ECONOMIC SYSTEMS

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 38.
Transactions for the exchange of goods and services between the buyer and the seller are made in the market. Generally, sellers want to sell at the highest price possible and buyers want to buy at the lowest price possible. Price in the market is determined by supply and demand.

Kindergarten, Families,(TE), Fideler. Page 65.
Markets are anywhere the exchange of goods and services take place.

Kindergarten, Families, (TE), Fideler. Page 110.
Supermarkets help the members of the family meet their needs.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 38.
Transactions for the exchange of goods and services between the buyer and the seller are made in the "market".

Grade 1, Economic Education for Arkansas Elementary Schools. Page 130.
A market is a place where buyers and sellers meet.

Grade 1, Families and Their Needs, Silver, Burdett. Page 72.
The Hopi traded surplus corn, pottery, and cloth with people who supplied them with other desired goods.

Grade 1, Families and Their Needs, Silver, Burdett. Page 78.
Efficient food storage allows for a constant supply of food. Farmers sell most of the grain they grow.

Grade 1, Families and Their Needs, Silver, Burdett. Page 82.
Markets and food manufacturers buy farm products.

Grade 1, Families are Important, Ginn. Page 49.
In open market systems, the profit motive and buyers' choices in the market influence what is produced.

MARKETS: ECONOMIC SYSTEMS

Grade 1, Families are Important, Ginn. Page 54.
Specialization leads to interdependence which demands a market where buyers and sellers can meet.

Grade 1, Families Around the World, Fideler. Page 38.
The buying and selling of shoes occurs in a shoe store.

Grade 1, Families Live Everywhere, (TE) Ginn. Page 2.
A market is a place where buyers and sellers meet to exchange goods for money.

Grade 1, Families Live Everywhere, (TE) Ginn. Page 35.
Interaction in the market influences decisions concerning how much to produce.

Grade 1, Families Near and Far, (TE) Heath. Page 44.
Stores in the city offer a large variety of goods and services. People shop at big stores in order to have a wider selection from which to choose.

Grade 1, Families Near and Far, (TE) Heath. Page 123.
Farmers may sell their produce to stores through wholesale markets to people at roadside stands, etc.

Grade 1, Families Near and Far, (TE) Heath. Page 147.
Farmers earn an income by selling the rest of their produce to stores, to canning factories, to markets, at roadside stands, etc. Farmers and city workers are dependent on each other.

Grade 1, Families Near and Far, (TE) Heath. Page 150.
A roadside stand is an outdoor food store in farming country. One of the ways in which a farmer may earn income is by selling his crops at a roadside stand.

Grade 1, Our Working World: Families, (T) 2nd Ed., S.R.A., Senesh. Page 154.
Price means the amount of money that an item costs.

Grade 1, People in Our World, (TE) Follett. Page T78.
A market is any trading situation.

Grade 1, Seeing Near and Far, (TE) American Book Company. Page 22.
Markets are places where things are bought and sold.

Grade 2, American Communities, (TE) LV Ed., II, Allyn and Bacon. Pages 147, 241, 270, 276, 283, 313.
A market exists when exchanges take place between sellers and buyers.

Grade 2, American Communities, (TE) LV Ed., II, Allyn and Bacon. Page 217.
The Civil War provided a tremendous market for products of iron and steel.

Grade 2, American Communities, (TE) LV Ed., II, Allyn and Bacon. Page 223.
Pittsburgh's location at the junction of three rivers made it an excellent place for a trading center.

MARKETS: ECONOMIC SYSTEMS

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 255. Early Pittsburgh became a center for farm trade.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 16. Workers exchange their income for goods and services.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 28. In a Thai village, people buy, trade, and sell goods at a market. The market offers recreation as well as an opportunity to buy goods.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 32. Bangkok is a market for goods produced in surrounding communities.

Grade 2, Communities at Work, Heath. Page 30. Market towns are the business centers for farm areas. Market towns depend on transportation. Products must be shipped out to other markets. Goods that farmers do not make or grow themselves must be brought in.

Grade 2, Communities at Work, Heath. Page 68. Department stores sell a great variety of goods. The store is divided into departments, each of which sells different items.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 38. Transactions for the exchange of goods and services between the buyer and the seller are made in the market. Buyers and sellers sometimes do not meet face to face, but may deal with each other by telephone or mail. Generally, sellers want to sell at the highest price possible and buyers want to buy at the lowest price possible. Price in a given market is determined by supply and demand.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 3. Consumers' demands for desired goods and services basically determine what is produced.

Grade 2, Economics Education: New York. Page 18. Opening new businesses or closing of old businesses changes the goods and services available in a community.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 52. Supply and demand determine the price paid for goods in a market.

Grade 2, Everyone Lives in Communities, Ginn. Page 23. The type of market in an area depends upon the culture of the area.

Grade 2, Everyone Lives in Communities, Ginn. Page 46. Markets offer the convenience of meeting one's needs in a single place.

Grade 2, Everyone Lives in Communities, Ginn. Page 53. If there is no market for the products of a farmer, he will receive no money income.

MARKETS: ECONOMIC SYSTEMS

Grade 2, Everyone Lives in Communities, Ginn. Page 70.
A market economy helps communities to grow.

Grade 2, The Needs of Man, Fideler. Page 27.
A grocery store brings together the products of many producers.

Grade 2, Observing People and Places, (TE) American Book Company. Pages 1-10.
Shopping centers are convenient places for people to buy goods and services they need or want.

Grade 2, Observing People and Places, (TE) American Book Company. Page 162.
The city of Athens is a trade center. There are markets for many goods in this city.

Grade 2, Our Community, (TE) LV Ed. II, Allyn and Bacon. Page 56.
A market exists when an exchange takes place between sellers and buyers.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed. S.R.A., Senesh. Page 40.
Nearness to the activities of the city affects the price of land, the number of residents, and the kinds of buildings in urban neighborhoods.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed. S.R.S., Senesh. Page 46.
The price and use of land, the number of people, and the kinds of houses in suburban neighborhoods are determined by the accessibility of the city to the suburbs.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed. S.R.A., Senesh. Page 56.
The price of land in small towns is low because there are not many people making demands upon the land that is available.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed. S.R.A., Senesh. Page 62.
Land and housing are less expensive in small towns than in cities and their suburbs.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed. S.R.A., Senesh. Page 82.
A market is not merely a physical place, such as a store, but is a concept involving place, time and the interaction of buyers and sellers.

Grade 2, People, Places, Products, (TE) Field Educational Pub. Page 46.
Commercial processing enables fish to be sold beyond fishing communities. Without this means of extending their market, fishermen could not earn adequate incomes.

Grade 2, People, Places, Products, (TE) Field Educational Pub. Page 96.
Meat is sold in meat markets and other food stores.

MARKETS: ECONOMIC SYSTEMS

Grade 2, People, Places, Products, (TE) Field Educational Pub. Page 120. Some special kinds of wood come only from certain parts of the world. Such wood tends to be expensive, because it must be shipped great distances or because the supply is limited.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 175. Markets need not be a physical place. A market is any place where buyers and sellers exchange goods and services.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 194. A market is any place where buyers and sellers exchange goods or services.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 203. Many variables affect the price of an item in the market.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 26. Families will not pay high prices for goods and services if the same quality can be purchased for less.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 30. Businessmen will stop making products that earn too low a profit and will start making products that earn a higher profit.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 157. A market is an organized situation, not necessarily an actual place, permitting buyers and sellers to deal with one another. Productive resources, goods, and services are traded, usually with money acting as the medium of exchange.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page 20. Every community needs to buy goods. Most communities need to sell goods, too. The people must be able to market their goods.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page 34. Farmers get money for their cattle when they send them to market.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page 170. The stores must stock all of the things the people must have to satisfy their needs for food, clothes, and other things.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page T22. Markets are places where goods can be bought and sold.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page T103. Every large city has a central shopping district. The stores in such a district provide jobs for many people as well as needed goods for sale.

MARKETS: ECONOMIC SYSTEMS

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 29. Freight means goods that are being transported.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 5-2. A store is a place where goods are sold. It is a convenient, central location for the exchange of money and merchandise. The function of a store is an interdependent operation which involves transportation, manufacturers, and/or growers of products, workers, and customers.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 5-3. A store's greatest value is convenience, both for the merchant and for the customer, each of whom has a convenient, central location for the exchange of money and merchandise.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 178. By selling cacao beans and extra food, the family in Ghana gets enough money to buy other goods it needs.

Grade 3, The Earth and Man, Fideler. Page 119. When people in a community specialize, they must be able to exchange things with each other.

Grade 3, The Earth and Man, Fideler. Page 158. Division of labor necessitates a market.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 38. Transactions for the exchange of goods and services between the buyer and the seller are made in the market. Buyers and sellers sometimes do not meet face to face, but may deal with each other by telephone or mail.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 108. When consumer demand for a product decreases, the price of the product tends to fall. When the demand is greater than the supply, the price usually goes up.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 9. If people are to specialize, they must be able to exchange what they produce for what other people produce. This is done by buying and selling in the market. A market may be local, regional, national, or worldwide.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 52. The price of a good or service in the market place is determined by supply and demand.

Grade 3, Greenfield and Far Away, Heath. Page 36. Most towns have a "main street" or a central shopping and business area where a variety of shops, stores, and businesses are located.

Grade 3, Greenfield and Far Away, Heath. Page 38. Many different types of stores and services are needed in a community.

MARKETS: ECONOMIC SYSTEMS

Grade 3, Greenfield and Far Away, Heath. Page 47.
In many parts of the world food and goods are sold from street markets.

Grade 3, Greenfield and Far Away, Heath. Page 71.
Transportation is important in the exchange of goods between communities.

Grade 3, The Metropolitan Community, (TE) LV Ed. II, Allyn and Bacon.
Page 23.
All the great cities of the ancient world were marketplaces located on major transportation lines.

Grade 3, The Metropolitan Community, (TE) LV Ed. II, Allyn and Bacon. Page 64.
The value of land, like that of most commodities, is determined by supply and demand.

Grade 3, The Metropolitan Community, (TE) LV Ed. II, Allyn and Bacon.
Page 66.
It is expensive to live in the central city because land is scarce and in great demand.

Grade 3, The Metropolitan Community, (TE) LV Ed. II, Allyn and Bacon.
Page 78.
The manager must watch the market.

Grade 3, The Metropolitan Community, (TE) LV Ed. II, Allyn and Bacon.
Page 94.
Land is usually more valuable in the central city because it is scarcer.

Grade 3, The Metropolitan Community, (TE) LV Ed. II Allyn and Bacon.
Page 114.
When people settle in one place, they become a market for goods and services; more people arrive to supply these goods and services, and they in turn expand the market.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 28.
When people specialize in producing goods and services, they need a marketplace where they can meet and exchange their goods and services.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 50.
There are many different markets through which buyers and sellers of goods and services meet. The city is a marketplace for goods and services where businessmen compete for profit.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 52.
The city has many different kinds of markets. Some of them are specific, such as stores and offices; others are general, such as the labor market or the housing market. The term market refers to the interactions of sellers and buyers of goods or services, which establish prices for these goods or services.

MARKETS: ECONOMIC SYSTEMS

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 53.
A marketplace is a meeting place for buyers and sellers of goods and services.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.S., Senesh. Page 55.
The city is a marketplace for goods and services, where businessmen compete for profit. This competition plus the results of supply and demand determine the price of goods. Businessmen compete for profit and this competition plus the laws of supply and demand influence the price of goods.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 56.
The results of supply and demand determine what goods and services are produced in the market place.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 57.
Markets are related to each other and a change in one market can affect other markets.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 166.
Cities are located where man can work and trade and where transportation is possible.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 219.
Families buy what they cannot make or choose not to make. They must go to a market to get these items.

Grade 3, A Teachers Guide to Economics, Oregon (DEEP). Page 24.
A good transportation and communications system makes it easier for people in one area to buy things from and sell things to people in other areas.

Grade 3, A Teachers Guide to Economics, Oregon (DEEP). Page 38.
Economic areas tend to grow when more people want to buy the goods and services they produce.

Grade 3, The Third Planet, (TE) Macmillan. Page 201.
A mountain pass may become an important market. People can meet in the pass.

Grade 3, The Third Planet, (TE) Macmillan. Page 268.
One way to stop pollution would be for factory owners to raise the price of what they sell. This would cover the extra costs of making things in ways that do not cause pollution. Then the people who buy things would pay for stopping the pollution.

MONEY

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 5. Money is anything which is generally acceptable in exchange for goods and services.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 31. Developing nations have used many different things for money, i.e., stones, cattle, salt, cacao seeds, beads, tobacco.

Kindergarten, Economic Education Experiences of Enterprising Teachers. Page 4. Kazanjian Awards Publication No. 10. Money is an efficient medium of exchange facilitating market transactions.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 31. Money is now accepted in payment for goods and services. Money is a convenient means of comparing the prices of goods and services.

Grade 1, Economic Education Experiences of Enterprising Teachers. Kazanjian Foundation Awards, Publication No. 10. Page 16. Money in the bank can be loaned to businessmen for such things as capital investment.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 129. Now that we have a credit and money system, we can have more choices. We can select the things we want because all of the sellers at the market will take money.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 19. Money is a medium of exchange, a measure of value, and a store of value.

Grade 1, Economics Education: New York. Page 20. Families need money to buy goods and services.

Grade 1, Explorers and Discoverers, (TE) LV Ed. II, Allyn and Bacon. Page 24. Money is a medium of exchange.

Grade 1, Explorers and Discoverers, (TE) LV Ed. II, Allyn and Bacon. Page 48. Money is a medium of exchange. It represents the value of goods and services, that is, of the work people have done.

Grade 1, Explorers and Discoverers, (TE) LV Ed. II, Allyn and Bacon. Page 110. Gold was used as a medium of exchange for the products of the East and as a source of wealth for a kingdom.

Grade 1, Families Live Everywhere, Ginn. Page 62. To buy goods and services, families need money.

Grade 1, Families Live Everywhere, Ginn. Page 74. The market requires money, as a medium of exchange. Income, in terms of money represents claims on goods and services available in the market.

MONEY

Grade 1, Families Near and Far, Heath. Page 44.
Goods are purchased with money.

Grade 1, Investigating Man's World: Family Studies, Scott, Foresman. Page 85.
Families need money to buy things. It takes a little money to buy some things, and it takes more money to buy other things.

Grade 1, Our Country, (TE) LV Ed. II, Allyn and Bacon. Page 58.
Money is a medium of exchange.

Grade 1, Our Country, (TE) LV Ed. II, Allyn and Bacon. Page 59.
Money enables people to exchange goods and services.

Grade 1, Our Country, (TE) LV Ed. II, Allyn and Bacon. Page 186.
Money makes it possible for people to exchange goods and services.

Grade 1, Our Country, (TE) LV Ed. II, Allyn and Bacon. Page 234.
Money is a medium of exchange. Money is earned as payment for the work expended in the production of goods and services.

Grade 1, Our Working World: Families (T) 2nd Ed. S.R.A., Senesh. Page 146.
Money is important for trading, saving, and measuring the value of goods. Money, which is the reward for producers who work outside the home, helps us to trade with each other and to measure the value of goods and services.

Grade 1, Our Working World: Families, (T) 2nd Ed. S.R.A., Senesh. Page 149.
People who work outside the home receive their reward in money. There are many uses for money.

Grade 1, Our Working World: Families, (T) 2nd Ed. S.R.A., Senesh. Page 151.
The value of goods and services is expressed in price, which changes according to supply, demand, income, and taste.

Grade 1, People at Home, (TE) Laidlaw. Page 26.
People need money to buy things.

Grade 1, People at Home, (TE) Laidlaw. Page 33.
All families need money. In most families the fathers earn money for the family through work they do.

Grade 1, People at Home, (TE) Laidlaw. Page T31.
Family members work outside the home to earn the money the family needs.

Grade 1, People at Home, (TE) Laidlaw. T36.
When money is spent, it is traded or exchanged for something.

Grade 1, People at Home, (TE) Laidlaw. Page T48.
Every country has its own special money.

MONEY

Grade 1, People in Our World, (TE) Follett. Page T131.
Most families in our society use money to buy food.

Grade 1, People in Our World, (TE) Follett. Page T135.
Families can buy some of the things they need with money. They use money to satisfy most physical needs. Family members earn money by working.

Grade 1, People in Our World, (TE) Follett. Page T152.
Money is used as a medium of exchange for goods and services produced by members of the community.

Grade 1, People in Our World, (TE) Follett. Page T153.
Money can be earned in many different ways. It can help pay for services and the things people need. It can be kept safe.

Grade 1, People in Our World, (TE) Follett. Page T171.
Money is a medium of exchange for goods and services produced by members of a community. Money helps facilitate the exchange of things in a highly interdependent group.

Grade 1, Seeing Near and Far, (TE) American Book Company. Page 1-12.
People buy the things they need and want with money they earn.

Grade 1, Teachers Guide To Economics, Oregon (DEEP). Page 12.
Families need money to buy goods and services.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 46.
Money is used to make it easier to trade.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 52.
Each country has its own money.

Grade 1, Working, Playing, Learning, (TE) Field Educational Pub. Page 117.
As specialization increased, towns became more important as points of exchange and communication. Bartering gradually gave way to the establishment and use of currency.

Grade 2, Alaska and the Eskimos, (TE) LV Ed. II, Allyn and Bacon. Page 61.
Eskimos needed money to buy food, weapons, tools, and other things they needed and wanted. Today, money is even more necessary, since they can no longer barter for the things they need or want.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Pages 147, 241, 270, 276, 283.
Money is a medium of exchange.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 313.
Money is a means of storing wealth. Money represents work done, and is a medium of exchange.

MONEY

Grade 2, Australia and the Aborigines, (TE) LV Ed. II, Allyn and Bacon. Page 25.
Money is necessary in a modern economy; people work in exchange for money.

Grade 2, Economic Education Curriculum Guide :Oklahoma. Page 31.
Historically, developing societies have used many different things for money in an effort to improve upon the barter system. In advanced societies, the government is responsible for developing a money system; however, money is genuine only to the extent it is acceptable in exchange for goods and services.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 132.
There was a time when money in its present form was not used. People traded one good or service for another.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 27.
Money does little to help anyone by itself. It is only important as a tool in the exchange of goods and services.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 30.
Money is printed by governments. They put out only a limited amount. If they did not, it would soon loose its value.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page 17.
Parents spend a great deal of money to buy things families need.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T26.
Families use some of their money to buy things they need and want.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T54.
Fathers use the money they earn from their work to provide for the families' needs.

Grade 2, The Groups We Belong To, (TE) Follett. Page T99.
People in our society use money to buy goods and services. In making decisions about what to buy, one considers values, interests, and the amount of money available.

Grade 2, The Groups We Belong To, (TE) Follett. Page T105.
Trade is easier with money.

Grade 2, Investigating Man's World, Family Studies, Scott, Foresman. Page 64.
Money is a medium of exchange.

Grade 2, Observing People and Places, (TE) American Book Company. Page 1-8.
Money is exchanged for needs and wants.

Grade 2, Our Community, (TE) LV Ed. II, Allyn and Bacon. Page 39.
People used gold coins for money until governments started printing paper money and making coins from other metals.

MONEY

Grade 2, Our Community, (TE) LV Ed. II, Allyn and Bacon. Page 56.
Money is a medium of exchange.

Grade 2, Our Community, (TE) LV Ed. II, Allyn and Bacon. Page 60.
Each person gets money for the work he does. Money is something we all use in exchange for goods and services.

Grade 2, The Social Sciences, Concepts and Values (Red), (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 197.
Each nation has its own currency.

Grade 2, The Social Sciences, Concepts and Values (Red), (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 200.
People use money to pay for goods and services.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 30.
The use of money permits more specialization by making it easier for one man to exchange his product for that of another. It also makes it easier for people to judge the price of things. Money serves as a common medium of exchange, a standard of value, and a store of value.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 162.
Money plays an important role in the exchange of productive factors and goods and services among households and businesses.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 168.
Money is anything which is generally acceptable in exchange for goods and services. Money serves as a medium of exchange and as a standard of value. The money supply includes checking accounts, coins, and paper bills.

Grade 3, The Communities We Build, (TE) Follett. Page T30.
Money is a unit of value.

Grade 3, The Communities We Build, (TE) Follett. Page T32.
For money to be useful, people must know the value it represents and accept it as a medium of exchange.

Grade 3, The Communities We Build, (TE) Follett. Page T117.
People used to use gold as money.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 5-2
Money is a means of exchange with an agreed upon value known to all traders.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 5-3.
Money is useful as a means of exchange upon whose value everyone agrees.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 116.
Money came into use because it was easier to use as a standard of value and a means of exchange.

MONEY

Grade 3, Economic Education Curriculum Guide; Oklahoma. Page 31. Money is accepted in payment for goods and services. Money is a good means of comparing the prices of goods and services. Money is genuine only to the extent that it is acceptable in exchange for goods and services.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 136. Our money is in the form of coins, currency, and demand deposits. In a market economy, goods and services are exchanged through the use of money.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 9. Money is used by buyers and sellers when they want to exchange goods and services.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 16. Buying and selling between countries requires the use of money as a medium of exchange.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 99. Social Security is a giant insurance plan that most workers must join. It is taken out of our wages, and helps people not to worry when they are too old or unable to actively earn money.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 60. Many things were used to stand for money as a medium of exchange on the islands. Sea shells were used, but they had to have a security (a guarantee or backing) behind them. The shells themselves were worth nothing.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 79. Paper money became the principal medium of exchange on Paradise Island. A special printing office controlled by the tribe issued paper money in dollar units.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 149. Even if there was no such thing as money, people would still help one another.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 168. In most families one or more members work to earn money. Money is then exchanged for the things they need.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 223. Today, teachers are not paid in goods and services, they are paid in money.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 306. Each country makes its own money. The money of another country has no value outside of that country.

MONEY

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 309.
When this country was formed, each of the states coined their own money. Often the states' money was worthless.

OPPORTUNITY COSTS: ALTERNATIVE COSTS: REAL COSTS: COST BENEFIT ANALYSIS.

Kindergarten, Economic Education Curriculum Guide : Oklahoma. Page 10.
The real cost of any item is the foregone opportunity to purchase other items with the same resources: this is called opportunity cost.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 10.
The real cost of any item is the foregone opportunity to purchase other items with the same resources.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 12.
Since resources, goods, and services may be used in many different ways to satisfy wants, the cost of using the goods, services, and resources to satisfy one particular want is giving up the opportunity of using them to satisfy any other want.

Grade 1, Economic Education for Arkansas Elementary Schools. Page 227.
Time or money spent for one thing cannot be spent for another.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 3.
The real cost of the thing we choose is the thing we must forego.

Grade 1, Families Are Important, Ginn. Page 49.
Scarcity requires man to make choices. The cost of each choice in what man makes (what wants he satisfies) consists of the alternatives foregone.

Grade 1, Our Working World: Families, (T) 2nd Ed. S.R.S., Senesh. Page 107.
A person can make a good choice when he is aware of the benefits of the choice as well as the sacrifice it necessitates in terms of giving up alternatives.

Grade 1, Our Working World: Families, (T) 2nd Ed. S.R.A., Senesh. Page 120.
When family members produce goods or services within the home, it costs time which could be used for other purposes.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 26.
Resources used for one thing cannot be used for another. If we waste or destroy them, they cannot be used at all.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 10.
Citizens may choose to give up some personal expenditure in order to obtain certain public goods or services.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 12.
Since resources and goods and services may be used in many different ways to satisfy wants, the cost of using the goods, services, and resources

OPPORTUNITY COSTS: ALTERNATIVE COSTS: REAL COSTS: COST BENEFIT ANALYSIS.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Continued. to satisfy one particular want is giving up the opportunity of using them to satisfy any other want.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 23. When a choice is made between the satisfying of two different wants, the one that is not satisfied becomes the opportunity cost of the other.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 155. Government uses human, capital, and natural resources the same as businesses do, and it has to pay for them. The resources the government uses for one thing cannot be used for another thing.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 228. Just as the resources used by government and business and families cannot be used for other things, the money and time children spend for want or need cannot be spent for another.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed. S.R.A., Senesh. Page 110.
Both the costs and the benefits must be considered when making a decision.

Grade 2, The Social Sciences, Concepts and Values, (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 237.
There are many ways land can be used. One must consider the costs and benefits of using the land in each conceivable way.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 20.
If we use our resources for one thing, we cannot use them for something else. Because of this, the members of a community, as individuals or in groups, must decide how best to use their limited resources.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 22.
We must have resources in order to produce. If we use our resources for one thing, we cannot use them for another.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 24.
The resources used by government cannot be used for other things.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 139.
Opportunity cost, or real cost, is the cost of the other goods and services which are foregone when a particular good or service is purchased or produced.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 149.
Since productive resources are both scarce and versatile, wise choices--considering efficiency and opportunity cost--must be made as to which goods and services to produce and how to produce them.

OPPORTUNITY COSTS: ALTERNATIVE COSTS: REAL COSTS: COST BENEFIT ANALYSIS.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 172. Opportunity costs are involved in city government decisions regarding how much and what kinds of goods and services will be provided to households.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 10. The real cost of any item is the foregone opportunity to purchase other items with the same resources. In economics, this is called opportunity cost.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 55. All countries involved in trade should benefit, for each country is thus motivated to produce those goods which are best suited to its own resources.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 2. No one can have all the things he wants. Each person must make choices. The real cost of the things we choose is the things we must forego.

Grade 3, Our Working World: Cities, (T) 2nd Ed., Senesh. Page 253. Pollution of the environment is part of the price of producing goods and services and must be considered a cost.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 225. When people decide what they want to make from a resource, they must consider the benefits they receive from each possible alternative and weigh them against the benefits of using the resource for another alternative.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 227. People must consider which use of a resource will benefit them the most.

PRODUCERS: PRODUCTION: SUPPLY

Kindergarten, The Child's World of Choices, Davison and Kilgore. Page 13. Production is the process of combining productive resources to make goods and services.

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 26. Most members of the family are producers, but everyone is a consumer.

Kindergarten, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards, Publication No. 10. Page 6. Starting a Cookie Business and producing cookies entails many activities.

Kindergarten, Economic Education for Washington Schools, (DEEP). Page 7. In most families one of several members earns money to buy the things the family needs by producing the things other people need.

PRODUCERS: PRODUCTION: SUPPLY

Kindergarten, Economics Education, New York. Page 26.
Some of the goods and services that families need and want are produced at home by family members.

Kindergarten, Families, Fideler. Page 79.
Different people do different kinds of work.

Kindergarten, Families, Fideler. Page 114.
Producing a rug entails many activities and requires much work.

Kindergarten, People at Home, Laidlaw. Page T26.
Some workers produce goods and some produce services.

Kindergarten, People at Home, Laidlaw. Page T33.
Mothers do many jobs away from home.

Kindergarten, Who Am I?, Sadlier. Page 17.
We depend upon people to provide the services that we need.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 26.
Most members of the family are producers, but everyone is a consumer. Productivity usually increases as producers specialize.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 5.
Goods and services are created by the production process. Individuals who contribute to the process receive a share or reward for their part in the production of these goods and services.

Grade 1, Economic Education for Washington Schools, (DEEP). Page 15.
Technological changes and inventions influence both production and consumption.

Grade 1, Economics Education: New York. Page 6.
Families of long ago had to work together to fulfill their needs and wants. Each member of the family played an important part in the fulfillment of the needs and wants of the whole family.

Grade 1, Economics Education: New York. Page 20.
There is usually a family member that works and earns an income.

Grade 1, Economics Education: New York. Page 22.
People generally work outside the home to earn money to buy the things they need and want. People who provide goods and services are called producers.

Grade 1, Economics Education: New York. Page 28.
Most people are producers. They produce goods or services. Some people are not producers, however, such as babies, old people, the sick or injured.

PRODUCERS: PRODUCTION: SUPPLY

Grade 1, Explorers and Discoverers, (TE) LV Ed. II, Allyn and Bacon. Page 146.
Aided by only the simplest tools, the Tahitians manufactured canoes of three sizes

Grade 1, Families and Their Needs, Silver, Burdett. Page 80.
Many farmers today specialize in a single product. The work of one farmer may differ greatly from that of another.

Grade 1, Families and Their Needs, Silver, Burdett. Page 102.
The earth's natural resources provide the raw materials for making clothing. The thread used for making woolen cloth can be spun from the fleece of sheep.

Grade 1, Families and Their Needs, Silver, Burdett. Page 150.
People earn income by working. The earning and spending of income are important functions of the family.

Grade 1, Families Around the World, Fideler. Page 70.
Frank Borman is an astronaut. He does a very good job.

Grade 1, Families Around the World, Fideler. Page 85.
In some countries families produce all their own food. In other countries the work is divided, each individual produces a specialized product.

Grade 1, Families Around the World, Fideler. Page 114.
Fathers produce many different things.

Grade 1, Families Near and Far, Heath. Page 47.
There are many workers and many places to work in a city. People earn their income in different ways.

Grade 1, Families Near and Far, Heath. Page 57.
The business of moving furniture is one way of earning an income.

Grade 1, Investigating Man's World: Family Series, Scott, Foresman. Page 86.
Fathers generally work outside the home to earn money to buy the things the family needs and wants. Mothers sometimes work too.

Grade 1, Our Country, (TE) LV Ed. II, Allyn and Bacon. Page 29.
Every member of the family is a consumer with needs and wants. One or more members of the family are also producers, providing goods and services and receiving money in payment for them. They support the whole family.

Grade 1, Our Country, (TE) LV Ed. II, Allyn and Bacon. Pages 54, 234.
People work to produce something they need or want.

Grade 1, Our Working World: Families, (T) 2nd Ed. S.R.A., Senesh. Page 42.
The role of the family in the production of goods has changed.

PRODUCERS: PRODUCTION: SUPPLY

Grade 1, Our Working World: Families, (T) 2nd Ed. S.R.A., Senesh. Page 116.
Most family members are producers; all family members consume goods and services. Family members who produce goods and services support the family members who only consume. While in the past most goods and services were produced in the home, they are now produced in factories and offices.

Grade 1, Our Working World: Families, (T) 2nd Ed. S.R.A., Senesh. Page 119.
Most family members are producers; all family members consume goods and services.

Grade 1, Our Working World: Families, (T) 2nd Ed. S.R.A., Senesh. Page 121.
Some people produce goods and some people produce services.

Grade 1, Our Working World: Families, (T) 2nd Ed. S.R.A., Senesh. Page 137.
Today most producers are producers of services.

Grade 1, People at Home, (TE) Laidlaw. Page T26.
Some workers produce goods. Some workers produce services. People use the money they earn through their work to buy things they need and want; they also save part of their earnings. Work results in the production of either goods or services.

Grade 1, People at Home, (TE) Laidlaw. Page T27.
When people work together to do a job, the work is done easier and faster.

Grade 1, People at Home, (TE) Laidlaw. Page T29.
Workers far away help to produce many of the goods that families use. The work that each worker does is important.

Grade 1, People at Home, (TE) Laidlaw. Page T31.
Family members work outside the home to earn the money the family needs.

Grade 1, People in Our World, (TE) Follett. Page T112.
Money is earned by members of families who produce goods and services which may be used by their own and other families.

Grade 1, People in Our World, (TE) Follett. Page T135.
At work family members produce goods and perform services that help their own and other families.

Grade 1, People in Our World, (TE) Follett. Page T153.
Isolated people must work to fill basic needs.

Grade 1, Seeing Near and Far, (TE) American Book Company. Page 1-8.
There are many steps in the production process of food; many people are required to bring the food into the home.

Grade 1, Seeing Near and Far, (TE) American Book Company. Page 1-10.
People have always worked at a variety of jobs.

PRODUCERS: PRODUCTION: SUPPLY

Grade 1, Seeing Near and Far, American Book Company. Page 16.
People have always worked.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 178.
Many workers help provide us with clothing. We are dependent upon all of them.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 24.
Everyone is a consumer buy not everyone is a producer.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 40.
Producing goods to satisfy demand is a method of creating wealth.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 64.
Most cloth is made in textile mills with power-driven tools and machinery. Most clothes are made in factories today. Most shoes today are made in factories by machine.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 139.
Division of labor makes possible the production of goods and provision of services for the satisfaction of human wants. Division of labor and specialization aid in the production of more and better goods and services.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 227.
The establishment of industries in early Pittsburgh made it possible for people to procure goods such as glassware, furniture, and iron tools.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 236.
Factories are built near the rivers for a number of reasons.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 242.
In the United States, iron is abundant in the earth's crust. The process of steel making is, in essence, the purifying or refining of the iron-unlocking the element from its ore.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 262.
The wise use of natural resources increases agricultural productivity and helps to ensure a continueing supply of food products for the future.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 270.
Most grownups are both producers and consumers.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 291.
Specialization and advances in technology have improved methods of agriculture and increased production. Technology helps farmers to become more efficient in the production of food crops. Modern methods of farming are replacing traditional methods. Communities change in time. Technology influences the rate of change in a community.

PRODUCERS: PRODUCTION: SUPPLY

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 296.
Improved tools, machines, and technology result in greater specialization and higher productivity.

Grade 2, Australia and the Aborigines, (TE) LV Ed. II, Allyn and Bacon. Page 28.
Industry is growing rapidly in Australia because of the country's mineral wealth.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 12.
Some people in the community produce goods.

Grade 2, Communities and Their Needs, Silver, Burdett. Page 26.
In Thailand, a farmer lives in a village and works his fields which are located outside the village.

Grade 2, Communities at Work, Heath. Page 44.
The work of many people is involved in making food available for sale.

Grade 2, Communities at Work, Heath. Page 51.
The conversion of raw materials into clothing involves many processes. Each process occurs in a different place (for example, cotton is raised in cotton fields, processed at gins, spun and woven in mills, manufactured into clothing in factories).

Grade 2, Communities at Work, Heath. Page 100.
The Woodland Indians were a hard-working people who provided for their own food, clothing, and shelter by farming and hunting.

Grade 2, Communities at Work, Heath. Page 122.
Indians are good workers.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 26.
Most members of the family are producers, but everyone is a consumer. Productivity usually increases as producers specialize.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 180.
Most producers are specialists. Most producers inside the home and outside the home need tools and machines.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 1.
Workers earn income by producing goods and services other people want.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 9.
All people are consumers; many people are producers. Producers are paid by the business firms for helping the production of goods and services.

Grade 2, Economic Education for Washington Schools, (DEEP). Page 19.
Machines help the workers produce goods and services more efficiently.

PRODUCERS: PRODUCTION: SUPPLY

Grade 2, Economics Education: New York. Page 6.
Many people in a community are producers. Workers produce many kinds of goods and services. Some Workers produce goods and some produce services.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 12.
A producer is a person who does useful work.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 21.
Things must first be made before they can be bought; but first they must be produced.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 22.
The United States produces more goods per person than most countries in the world.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 52.
When few eggs are produced, their supply is low and their price is high.

Grade 2, Economics: The Dismal Science, Ellenberg. Page 71.
There are many types of producers. There are over 20,000 listed occupations.

Grade 2, Everyone Lives in Communities, Ginn. Page 66.
Paper is produced from logs.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T62.
Many Swiss fathers work on farms and in factories. Goods produced in Switzerland are sold all over the world.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T63.
Many Swiss mothers work outside their homes.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T105.
The Swiss make money by selling handmade things to people visiting Switzerland. The Swiss also export many of their products.

Grade 2, The Groups We Belong To, (TE) Follett. Page T79.
People work to produce goods and services to fill their needs and wants.

Grade 2, The Groups We Belong To, (TE) Follett. Page T84.
Wheat undergoes many changes before it becomes bread.

Grade 2, The Groups We Belong To, (TE) Follett. Page T106.
Generally, people must produce goods or services in order to have something to exchange.

Grade 2, The Groups We Belong To, (TE) Follett. Page T218.
Today most family "breadwinners" work in specialized jobs where they earn money to buy food which needs little further preparation before being eaten.

PRODUCERS: PRODUCTION: SUPPLY

Grade 2, Investigating Man's World: Local Studies, Scott, Foresman. Page 46. Producers work to supply society with the goods and services people want.

Grade 2, Investigating Man's World: Local Studies, Scott, Foresman. Page 54. People everywhere work in some way, not only to satisfy some of their own wants, but to satisfy the wants of other people too.

Grade 2, Observing People and Places, American Book Company. Pages 1-12. Raw materials undergo changes as they are processed into finished goods.

Grade 2, Our Community, (TE) LV Ed. II, Allyn and Bacon. Page 38. Gold and iron must first be smelted from the ore before they can be used to make things.

Grade 2, Our Community, (TE) LV Ed. II, Allyn and Bacon. Page 39. Iron is used mainly for making steel, which is needed for making products such as automobiles, stoves, refrigerators, and bicycles.

Grade 2, Our Community, (TE) LV Ed. II. Allyn and Bacon. Page 56. The Division of Labor and Specialization aid in the production of more and better goods and services for the satisfaction of human needs and wants. Most grown-up persons in a community are both producers and consumers.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed. S.R.A., Senesh. Page 49.
Mass production, when applied to the housing industry, lowered the prices of houses and made them available to millions of families that otherwise could not have afforded them.

Grade 2, Our Working World: Neighborhoods, (T) 2nd Ed. S.R.A., Senesh. Page 113.
The assembly line concept in the production of goods in factories greatly improved efficiency.

Grade 2, People, Places, Products, (TE) Field Educational Pub. Page 15. Large scale processing involves specialized workers and equipment.

Grade 2, People, Places, Products, (TE) Field Educational Pub. Page 137. Plywood is an important wood product made of several layers of board glued together.

Grade 2, People, Places, Products, (TE) Field Educational Pub. Page 144. Making cotton clothing is a process that employ specialized workers and equipment. Division of labor is necessary for efficient mass production.

Grade 2, People, Places, Products, (TE) Field Educational Pub. Page 148. Some people still weave cloth by hand. Technology is an important factor in fabric production. Economic factors influence India's production of fabrics.

PRODUCERS: PRODUCTION: SUPPLY

Grade 2, People, Places, Products, (TE) Field Educational Pub. Page 160.
Most wool comes from sheep. After shearing, wool is processed in a manner similar to cotton processing. Clothing made from wool is warm, light, and comfortable to wear.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 209.
Textile factories produce thread, yarn, and fabrics.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 6.
Many people in a community are producers. They produce many kinds of goods and services. Many of the producers are paid for the goods and services they produce.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 8.
Most producers are specialists. Specialists work faster and better because they have specialized skills and knowledge.

Grade 2, Teachers Guide to Economics, Oregon (DEEP). Page 10.
Most producers need tools, machinery, and materials with which to work.

Grade 2, We Live in Communities, Ginn. Page 28.
Most people work in cities, even in rural areas because automation has taken over on the farms.

Grade 2, We Live in Communities, Ginn. Page 36.
In 1900, a hurricane destroyed the harbor of Galveston, Texas. Rebuilding the harbor was expensive both in time and money.

Grade 3, The Child's World of Choices, Davison and Kilgore. Page 140.
People living in cities spend much of their time producing goods and services required to satisfy, directly or indirectly, the many wants of members of the community.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page 37.
Factories provide jobs for many people.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page T31.
Some towns and small cities have industrial areas where goods and equipment are made.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page T46.
Today, things can be shipped to distant places rapidly. Factories no longer have to be built close to their source of raw materials.

Grade 3, The Communities We Build, (TE) Follett. Page T114.
Products are the things people make from natural resources.

Grade 3, The Communities We Build, (TE) Follett. Page T138.
Production is the making of goods and services. Goods or products are material things used to satisfy wants and needs.

PRODUCERS: PRODUCTION: SUPPLY

Grade 3, The Communities We Build, (TE) Follett. Page T151.
Some people make special things. These people are producers.

Grade 3, The Communities We Build, (TE) Follett. Page T167.
On an assembly line, the work goes very quickly. Everyone knows exactly what he is supposed to do all the time. However, doing the same task over and over again is very boring.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 3-3.
In the United States today, the processing and creation of food, clothing, and shelter is divided among many members of society.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 5-1.
The factory system and mass production enables people to produce goods that they might otherwise not be able to produce and to do it faster and less expensively.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 5-7.
The production of an item from a natural resource can consist of many processes and employ many people in different kinds of jobs. Many by-products may be produced from one natural resource.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 114.
A factory is a building where people use machines to make products.

Grade 3, Economic Education Curriculum Guide: Oklahoma. Page 26.
Not all members of the family are producers, but everyone is a consumer. Productivity usually increases as producers specialize.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 160.
Before goods and services can be consumed, they must be produced.

Grade 3, Economic Education for Washington Schools, (DEEP). Page 5.
The quantity and quality of the goods and services an economy can produce depend on the quantity and quality of its productive resources, the extent of specialization, and technological progress.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 12.
A producer is one who does useful work. Converting is a general term defining the process of production.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 21.
Things must first be made before they can be bought.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 52.
When the supply of a certain good is low, the price per unit will be high.

Grade 3, Economics: The Dismal Science, Ellenberg. Page 71.
Adults work to make money.

PRODUCERS: PRODUCTION: SUPPLY

Grade 3, Greenfield and Far Away, Heath. Page 109.
People who fish for a living use various means of keeping their harbor and boats safe.

Grade 3, Greenfield and Far Away, Heath. Page 115.
A city is a place where thousands of people live and work. There are many kinds of jobs for the people in cities.

Grade 3, Investigating Man's World: Metropolitan Studies, Scott, Foresman. Page 47.
Metropolitan areas are centers of production and consumption of goods and services. Modern production helps decrease the gap between wants and resources in satisfying people's wants. The production of goods involves a series of steps in which raw materials are made into finished materials that are then assembled for use. New technology improves the production of goods and services.

Grade 3, Investigating Mans's World: Metropolitan Studies, Scott, Foresman. Page 53.
Production and consumption are interrelated with and dependent upon distributuion. The great central cities and metropolitan areas in the United States are not only centers of production and consumption, but also are great centers of distribution.

Grade 3, Life On Paradise Island, Wilson and Warmke. Page 15.
Persons who produce either capital goods or consumer goods are called producers.

Grade 3, The Making of Our America, (TE) LV Ed. II, Allyn and Bacon. Page 122.
Machinery was a necessity if the plains farmers were to operate above a subsistence level. The farmers' great demand for machinery speeded improvements and production and tended to lower the price of machinery.

Grade 3, The Making of Our America, (TE) LV Ed. II, Allyn and Bacon. Page 123.
The pioneers of the Plains built sod houses instead of log cabins; they used windmills, steel plows, and barbed wire; they practiced dry farming and irrigation; they transported their crops to market by railroad.

Grade 3, The Making of Our America, (TE) LV Ed. II, Allyn and Bacon. Page 137.
In western Europe in the late eighteenth and early nineteenth centuries society became increasingly urban, more and more machinery was used, and large-scale commerce and industry came into being. The Industrial Revolution began in the production of consumer goods--textiles. England had long been famous for woolen goods, but in the eighteenth century cotton became increasingly popular. Cotton cloth was produced in England, as much as linen and woolen goods had been produced for centuries, by domestic industry.

PRODUCERS: PRODUCTION. SUPPLY

Grade 3, The Making of Our America, (TE) LV Ed. II, Allyn and Bacon. Page 139. The introduction of the moving assembly line by Oliver Evans was used in Chicago meat-packing houses in the 1860's and successfully adapted to automobile production by Henry Ford.

Grade 3, The Making of Our America, (TE) LV Ed., II, Allyn and Bacon. Page 145.
Power-driven machines made a huge change in the way goods were produced.

Grade 3, The Making of Our America, (TE) LV Ed. II, Allyn and Bacon. Page 146.
Mass production means producing a great many similar products cheaply and efficiently. However, there is no point in such production unless there are plenty of people willing to buy the goods. Hence a mass market is needed to justify mass production.

Grade 3, The Making of Our America, (TE) LV Ed. II, Allyn and Bacon. Page 167.
Industrial Revolution means the switch from making goods by hand to the use of power-driven machines.

Grade 3, The Metropolitan Community, (TE) LV Ed. II, Allyn and Bacon. Page 39.
Irrigation--channeling water from some source through ditches or pipes to an area where it is needed for crops--is the chief method used to bring water to crops in areas where there is little precipitation.

Grade 3, The Metropolitan Community, (TE) LV Ed. II, Allyn and Bacon. Page 113.
Modern manufacturing processes often spew huge amounts of gaseous and solid waste into the air through chimneys and smokestacks.

Grade 3, Our Working World: Cities (T) 2nd Ed. S.R.A., Senesh. Page 56. The results of supply and demand determine what goods and services are produced in the marketplace.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 58. Improvements in production methods that lower production costs can lead to expanded markets and increased income for a city's industries.

Grade 3, Our Working World: Cities, (T) 2nd Ed., S.R.A., Senesh. Page 184. Value is added when raw materials are processed to produce finished or semi-finished goods.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 250. Pollution of the environment is part of the price of producing goods and services.

PRODUCERS: PRODUCTION: SUPPLY

Grade 3, Teacher's Guide to Economics, Oregon (DEEP). Page 10. People who make goods and services are called producers. Producers need tools and materials with which to work. Most of our producers are specialists.

Grade 3, Teacher's Guide to Economics, Oregon (DEEP). Page 18. Business firms must decide what to make, who to hire, and what tools and machinery to buy.

Grade 3, Teacher's Guide to Economics, Oregon (DEEP). Page 38. Economic areas tend to grow, as more people buy the goods and services they produce.

Grade 3, The Third Planet, (TE) Macmillan. Page 140. In some areas, people do their work at home. Then they take their goods to market in the town.

Grade 3, The Third Planet, (TE) Macmillan. Page 168. In colonial America spinning thread and weaving cloth was done at home. Inventions made very important changes in the ways of doing things.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page 16. Most goods or products are made, bought, and sold in cities.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page 23. The juice is sometimes squeezed from fruits to make fruit juices and other products.

TRADE (NATIONAL & INTERNATIONAL): COMPARATIVE ADVANTAGE

Kindergarten, Economic Education Curriculum Guide: Oklahoma. Page 55. Natural resources, human resources, and capital resources vary in amount and quality from country to country. The United States is dependent on other countries for certain products. The United States imports these products. Many countries buy goods and services from the U.S. These are exported from our country. Without transportation to carry goods from one country to another, international trade would not be possible.

Kindergarten, Who Am I?, Sadlier. Page 46. Children should realize that many toys purchased in the United States are manufactured in other countries.

Grade 1, Economic Education Curriculum Guide: Oklahoma. Page 55. All countries engaged in trade should benefit, for each country is thus motivated to produce those goods which are best suited to its own resources. Without transportation to carry goods from one country to another, international trade would not be possible.

TRADE (NATIONAL & INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 1, Economic Education for Arkansas Elementary Schools. Page 201.
People have become more interdependent as they increase the specialization of all productive resources. Interdependence creates a need for trade.

Grade 1, Explorers and Discoverers, (TE) LV Ed. II, Allyn and Bacon. Page 24.
Transportation and communication are essential to trade and to the efficient division of labor. The exchange of goods and services is called trade.

Grade 1, Explorers and Discoverers, (TE) LV Ed. II, Allyn and Bacon.
Page 167.
The exchange of goods and services is called trade. Transportation and communication are essential to trade.

Grade 1, Our Country, (TE) LV Ed. II, Allyn and Bacon. Page 124.
Transportation is essential to trade and to the most efficient division of labor.

Grade 1, Our Working World: Families, (T) 2nd Ed. S.R.A., Senesh.
Page 141.
Transportation allows specialists in different parts of the country and world to trade easier.

Grade 1, People in Our World, (TE) Follett. Page T78.
Trading involves the exchange of goods.

Grade 1, People in Our World, (TE) Follett. Page T152.
Often culturally diverse communities interact by trading, and in that way they exchange ideas as well as products.

Grade 1, Seeing Near and Far, (TE) American Book Company. Pages 1-13.
We trade money for the things we want. Buying means to trade money for something we want; we buy things we need and want.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 48.
Because of differences in resources, the people in different countries tend to specialize in different goods and services. We buy some of the goods and services that we use from people in those countries and they buy some of the goods and services that they use from us. Trade between people who live in different countries is complicated by the fact that each country has its own money.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 50.
Families in our country buy goods and services from other countries.
Families in other countries buy goods and services from our country.

Grade 1, Teachers Guide to Economics, Oregon (DEEP). Page 52.
More of our wants for goods and services are satisfied when we trade with other countries.

TRADE (NATIONAL & INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 37. Recognizing the usefulness of metal tools and weapons, the Indians were willing to trade. However, the settlers were reluctant to give up their tools and often used bright trinkets for trading purposes.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 147. Transportation and communication are essential to trade and to the efficient division of labor.

Grade 2, American Communities, (TE) LV Ed. II, Allyn and Bacon. Page 217. Transportation and communication are essential to trade.

Grade 2, Australia and the Aborigines, (TE) LV Ed. II, Allyn and Bacon. Page 28.
Australia raises more sheep than any other country in the world; it exports most of the wool produced.

Grade 2, Australia and the Aborigines, (TE) LV Ed. II, Allyn and Bacon. Page 60.
Each Aborigine family unit is virtually a self-sufficient society. Trade among families is rare.

Grade 2, Economic Education Curriculum Guide: Oklahoma. Page 55. Without transportation to carry goods from one country to another, international trade would not be possible. Many countries buy goods and services from the U.S. The U.S. is dependent on other countries for certain products.

Grade 2, Economic Education for Arkansas Elementary Schools. Page 207. When children discover that in the home, the neighborhoods, and the state different people do different things that they can do best, we have sown the seed of international trade.

Grade 2, Everyone Lives in Communities, Ginn. Page 21.
If your community specializes in any particular product, it may be exported, or sold to another nation.

Grade 2, Everyone Lives in Communities, Ginn. Page 22.
Establish the equation: imports + exports = trade = independence.

Grade 2, Everyone Lives in Communities, Ginn. Page 85.
Transportation is related to import and export needs. Nations export those products that they do not need for their own use (surplus); they import those products that they do not grow or make themselves.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page 7.
The family of long ago may have traded farm products for things they did not make, such as iron pots and hammers; or they may have brought these things with them from the East.

TRADE (NATIONAL & INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T62.
Goods produced in Switzerland are sold all over the world.

Grade 2, Families and Social Needs, (TE) Laidlaw. Page T105.
The Swiss export many of their products.

Grade 2, Observing People and Places, (TE) American Book Company. Page 1-12.
Ships from all over the world come to San Diego bringing people and goods, and ships from San Diego are able to take goods to all parts of the world.

Grade 2, Observing People and Places, (TE) American Book Company. Page 162.
Many ships from all over the world carry goods to and from the harbor in Athens.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page 61.
Communities need to trade with other communities.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page T44.
Every community makes or grows things that are sold in other communities. Every community depends on other communities for some of its needs.

Grade 3, Communities and Social Needs, (TE) Laidlaw. Page T78.
Mexican families must produce everything they need since they have little to sell or trade for manufactured products.

Grade 3, The Communities We Build, (TE) Follett. Page T114.
To import means to bring products or natural resources from one place to another.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 5-2
Trade is the exchange of goods in which each party involved receives something.

Grade 3, Comparing Ways and Means, (TE) American Book Company. Page 116.
Trade means the buying and selling or exchange of goods.

Grade 3, Economic Education Curriculum Guide Oklahoma. Page 55.
All countries involved in trade should benefit, for each country is thus motivated to produce those goods which are best suited to its own resources. Without transportation to carry goods from one country to another, international trade would not be possible.

Grade 3, Economic Education for Arkansas Elementary Schools. Page 201.
Interdependence brings on a need for trade. Children should understand that trade does not mean barter. It means that people take the income they have earned for one kind of production to the market and buy what some other people have produced.

TRADE (NATIONAL & INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 3, Economic Education for Washington Schools, (DEEP). Page 15.
International trade takes place because people in one country need and want what people in other countries produce. The exchange of goods and services between people and business firms in different countries is called international trade.

Grade 3, Life on Paradise Island, Wilson and Warmke. Page 110.
When some of the other fishermen began hauling goods and trading between the two islands, it was the beginning of foreign trade for the Paradise Islanders.

Grade 3, The Making of Our America, (TE) LV Ed. II, Allyn and Bacon. Page 44.
In the fifteenth century there was a growing merchant class that was eager to trade with the East.

Grade 3, The Making of Our America, (TE) LV Ed. II, Allyn and Bacon. Page 65.
Trade is essential to effective division of labor. Without trade each person or family would have to try to produce all the goods he or it needed--a most inefficient procedure.

Grade 3, The Making of Our America, (TE) LV Ed. II Allyn and Bacon. Page 114.
The first trading post in the far Northwest was built by an American, John Jacob Aster.

Grade 3, The Metropolitan Community,(TE) LV Ed. II, Allyn and Bacon. Page 47.
The growth of many of today's great commercial centers began with a few industries, such as shipbuilding and ship repair, which were related to trade.

Grade 3, The Metropolitan Community, (TE) LV Ed. II, Allyn and Bacon. Page 49.
Manufacturers could trade or sell their products to farmers who need the items they could not make themselves.

Grade 3, The Metropolitan Community, (TE) LV Ed. II, Allyn and Bacon. Page 50.
Trading posts are often established in a convenient location.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 26.
Cities have developed in areas where it is easy for man to work and trade.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 28.
People living in cities need ways to transport goods within the city, between cities, and between the city and the country; because they depend on trade for the exchange of goods.

TRADE (NATIONAL & INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 92.
The physical location and design of Athens reflected the thinking and values of the people by emphasizing the important meeting places and temples; its physical location also facilitated trade with other cities.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 96.
The physical location of Athens facilitated sea trade.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 98.
The farmers around Athens specialized in growing grapes. Other people wanted these products and traded other goods for them.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 158.
Singapore's main sources of jobs and income are its trading port and its factories.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 160.
Peace in the world is very important to a city that depends on trade.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 169.
Good transportation is important for all cities because it brings together food, water, and raw materials; and workers, machines, and power sources. It helps cities trade with cities in other parts of the country and the world.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 170.
Some cities are or have been important as transfer points--centers where goods are transferred from one type of transportation to another.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 181.
A city's ability to trade affects its growth potential.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 193.
London has grown as a trading center throughout its history.

Grade 3, Our Working World: Cities, (T) 2nd Ed. S.R.A., Senesh. Page 288.
Both Edmonton and Calgary are relatively young cities that began as forts and trading posts.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 227.
Trade is the exchange of goods.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 228.
In all the colonial communities, people had to decide how they would use their resources to help them get what they needed. Sometimes they used resources themselves, or traded resources with other communities.

TRADE (NATIONAL & INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 3, The Social Sciences, Concepts and Values, (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 232.
In Pennsylvania lived the families of farmers and millers, tanners and shipbuilders, papermakers and doctors, lawyers and merchants. All of these people traded goods and services with each other.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 273.
England decided to use her trade rules to make the colonists help pay the cost of the war. These rules said that the colonists had to trade with England for goods and resources. If the colonists wanted to buy goods from any other nation, they had to pay a tax to England.

Grade 3, The Social Sciences, Concepts and Values (Green) (TE) 2nd Ed., Harcourt, Brace, Jovanovich. Page 305.
When the United States were formed, the congress could not control trade between states or with other nations.

Grade 3, The Third Planet, (TE) Macmillan. Page T132.
Where there is a good harbor there will be trade. Ships will bring things in and take other things out.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page T57.
Colonies were established, largely by farmers, to provide European cities with raw materials to increase the trade and wealth of these cities.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page 23.
Farmers buy their clothing and machinery with the money they get from selling their crops and cattle. This is called trade. Trade helps the people in the country and makes the cities grow.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page 56.
Trade helps cities to grow.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page 95.
The people in places without cities are so busy feeding, clothing, and housing themselves that they do not have time to specialize. Without specialization and trade they do not have many of the things we enjoy.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page 105.
The sailor-exploreres found lands that would be good places for farms. Europeans would be able to start farms far from Europe. More farms would mean more goods to trade.

Grade 3, Towns and Cities, (TE) Field Educational Pub. Page 110.
The English government would not let its colonies trade with any other country. They wanted the colonies to depend on trade with England.

Grade 3, Urban America, (TE) Sadlier. Page 10.
Trade and communication expanded as the population increased.

TRANSPORTATION

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 24.
Transportation and communication are essential to trade and to the efficient division of labor.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 143.
The Mongols used horses, oxen, and camels for transportation.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 147.
The Tahitians made boats for travel on the water.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 152.
Tahitians travel on foot on land. They made various kinds of boats for water travel.

Grade 1, Explorers and Discoverers, (TE), L-V Ed. II, Allyn and Bacon. Page 167.
Transportation and communication are essential to trade.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 123.
A good transportation system is essential in the economic development of nations.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 124.
Transportation is essential to trade and to the most efficient division of labor. Improved transportation is necessary for efficient distribution of goods.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 126.
Transportation means carrying people and things from one place to another.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 140.
At the beginning of the 1970's, America's railroad industry comprised approximately 360 large and small railway companies.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 150.
More than three-fourths of the nation's freight is transported by truck at some time during its journey from manufacturer or producer to consumer.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 157.
Historically, water transportation has played a major role in economic growth.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 159.
Freight may be transported by ship less expensively than by any other means of transportation.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 165.
Planes can carry almost any kind of freight, but the cost is high.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Page 175.
The speed of transportation affects the cost. The faster the method, the more costly it is.

Grade 1, Our Country, (TE), L-V Ed. II, Allyn and Bacon. Pages 186 and 234.
A good transportation system makes possible the efficient distribution of goods and services.

TRANSPORTATION

Grade 1, People at Home, (TE), Laidlaw. Page T5.
Communities are linked by transportation and communication.

Grade 1, People at Home, (TE), Laidlaw. Page T56.
West Africans travel in many ways. Some of their methods of travel are like ours and some are quite different.

Grade 1, The Social Sciences, Concepts and Values (Blue) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 178.
Transportation facilities facilitate the production of goods.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 28.
Transportation makes materials available in areas where they do not naturally exist.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 34.
People travel in a variety of ways. Modes of travel are suited to land, climate, and distance.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 107.
Some communities have been built in areas that pose geographical barriers to transportation and to satisfaction of basic needs for shelter and water, but many communities are at sites favorable to transportation and satisfaction of basic needs.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 130.
People use various forms of transportation to move themselves and their goods.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 140.
People who live in rural areas depend on transportation for many goods and services. Transportation is a two-way system. It brings needed goods and services to a community and it also takes away materials.

Grade 1, Working, Playing, Learning, (TE), Field Educational Pub. Page 141.
Transportation is an essential aspect of all goods and services received by people in a rural community. While transportation is essential in a city, it is used for even more things in sparcely populated rural areas.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 23.
Because Alaska's mountain ranges and rugged coast tend to cut the state into isolated regions, difficulties in transportation and communication are some of Alaska's major problems.

Grade 2, Alaska and the Eskimos, (TE), L-V Ed. II, Allyn and Bacon. Page 57.
Air travel is the most frequently used form of transportation in Alaska.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 13.
Transportation and communication are essential to trade and to efficient division of labor. The flow of people, commodities, and ideas from one place to another is made possible by transportation and communication.

TRANSPORTATION

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 18. The size of the United States makes fast and efficient transportation necessary. If specialized communities had no way of sending their goods to other communities, each community would have to produce everything it needed.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 43. Rivers provided the most convenient means of transportation for people and goods in the early colonial days.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 85. Fayetteville's strategic location on three heavily traveled highways brings in millions of tourist dollars and insures Fayetteville's importance as a regional trade and distribution center.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 100. Transportation and communication are essential to the efficient division of labor and to the maintenance of specialized services.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 147. Transportation and communication are essential to trade and to the efficient division of labor. Improved Transportation results in faster, easier distribution of goods.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 149. Yakima, as other communities, owes much of its growth and development to modern transportation.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 162. Good transportation and communication are necessary to the efficient distribution of goods.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 182. Improved transportation and communication result in faster, easier distribution of goods and services.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 217. Transportation and communication are essential to trade. Improved transportation and communication result in faster, easier distribution.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 218. Since most traveling was on rivers in the frontier days, Pittsburgh's location was ideal for a trading center.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 227. Pittsburgh's location at the fork of three rivers made it an ideal location for buying, selling and trading. Improved transportation meant that more goods could be transported, and that they could be transported faster and more cheaply. Steamboats and trains facilitated the exchange of goods, the shipment of raw materials, and the distribution of finished products.

TRANSPORTATION

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 236.
Factories need good transportation to bring in raw materials and to distribute finished products.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 241.
Transportation and communication are essential to trade and to the efficient division of labor. Improved transportation and communication result in faster, easier distribution of goods.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 247.
Good transportation enables manufacturing to get raw materials they need and to distribute finished products.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 263.
Good roads and good transportation help to make Webster City a hub for farmers in the surrounding area.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 276.
Improved transportation and communication result in faster, easier distribution of goods and services.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 296.
Transportation is essential to economic efficiency.

Grade 2, American Communities, (TE), L-V Ed. II, Allyn and Bacon. Page 313.
Improved transportation and communication result in faster, easier distribution of goods and services.

Grade 2, Communities at Work, Heath. Page 30.
Market towns are the business centers for farm areas. They both depend upon transportation. Products must be shipped out to other markets.

Grade 2, Everyone Lives in Communities, Ginn. Page 21.
Trade helps a community grow.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page 19.
There are many forms of transportation which bring food to stores.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T25.
There are many ways foods could be transported to the stores.

Grade 2, Families and Social Needs, (TE), Laidlaw. Page T103.
Many forms of transportation are used in the country.

Grade 2, The Groups We Belong To, (TE), Follett. Page T221.
Long ago, travel was harder because of poorer transportation systems.

Grade 2, Observing People and Places, (TE), American Book Co. Page 1-12.
Most goods are transported from place of origin to stores.

TRANSPORTATION

Grade 2, Observing People and Places, (TE), American Book Co. Page 3-3. Railroad transportation strongly influenced the location and growth of some major cities.

Grade 2, Observing People and Places, (TE), American Book Co. Page 3-5. Ships from all over the world come to San Diego bringing people and goods: and ships from San Diego are able to take goods to all parts of the world.

Grade 2, Observing People and Places, (TE), American Book Co. Page 58. Many years ago, a railroad was built in Georgia. Atlanta grew up in the place where the railroad ended. The railroad helped Atlanta to grow.

Grade 2, Observing People and Places, (TE), American Book Co. Page 7-7. Transportation is necessary to the growth and development of cities.

Grade 2, Our Community, (TE), L-V Ed. II, Allyn and Bacon. Page 56. Today's transportation facilities, higher incomes, and wide range of job opportunities account largely for the high degree of mobility of people in the United States.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 56. Small neighborhoods are changing as a result of improved transportation and mass communication, but the change is less rapid than that in urban neighborhoods.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Pages 68 and 75.
As a result of improvements in technology, mass communication, and transportation, rural neighborhoods are changing.

Grade 2, Our Working World: Neighborhoods, (T), 2nd Ed., S.R.A., Senesh. Page 96. Changes in transportation and population have changed the size and location of stores and offices and the kinds of goods and services they provide.

Grade 2, People, Places, Products, (TE), Field Educational Pub. Page 120. Some special kinds of wood come only from certain parts of the world. Such wood tends to be expensive because it must be shipped great distances or because the supply is limited.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 226.
Trucks or trains are two forms of transportation which can move goods from place to place.

Grade 2, The Social Sciences, Concepts and Values, (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 232.
Because resources are not evenly distributed, resources and goods must be transported from place to place.

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 233.
Transportation makes jobs for people.

TRANSPORTATION

Grade 2, The Social Sciences, Concepts and Values (Red) (TE), 2nd Ed., Harcourt, Brace, Jovanovich.
Transportation facilitates world trade.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 21.
Communities often grow at crossroads because they are often natural stopping places.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 63.
Man has choices to make when choosing a form of transportation to use. Each form of transportation has certain advantages over other forms.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 64.
All three forms of transportation - air, water, and land - are needed to supply stores with food to sell. Air transportation has the advantage of being very fast.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 115.
Transportation is difficult in mountains. This is one reason why there are few large communities in the mountains of Mexico.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 140.
Building highways and keeping them open all year is difficult in communities. Communities in col lands need transportation and communication.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 147.
Most of Norway's cities are on fiords because they are dependent upon water transportation.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page 166.
Bicycles are a primary form of transportation in Amsterdam.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T22.
Transportation influences the development of communities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T25.
Farm communities are linked to other communities by communication and transportation.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T29.
Transportation and the telephone are very important in farm communities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T33.
The parts of a city are linked by roads, streets, and power lines.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T39.
Communities must supply their people with means of transportation and communication.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T45.
In the past, means of transportation and communication were slow and difficult to accomplish.

TRANSPORTATION

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T46.
Today, things can be shipped to distant places rapidly.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T88.
Modern means of transportation and communication have improved the living conditions in remote villages.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T99.
Boats are used for transportation in Amsterdam, just as buses are used in most other cities.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T101.
Bicycles are a common form of transportation in the crowded, older cities of Europe.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T105.
Cities have more than one form of transportation. Private transportation is extremely wasteful of space on crowded city streets as well as being a factor in air pollution.

Grade 3, Communities and Social Needs, (TE), Laidlaw. Page T109.
Good means of transportation are vital to all large cities. Each city has means of transportation suited to its location and the needs of its inhabitants.

Grade 3, The Communities we Build, (TE), Follett. Page T124.
Transportation is a man-made resource. People have built cars, buses, trains, and planes. They have also built airports and train and bus stations.

Grade 3, The Communities we Build, (TE), Follett. Page T168.
Transportation helped cities grow by making it possible for people to move things to faraway places. People could sell more things this way. This meant that they needed bigger factories and more people to work them.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 9.
Different kinds of transportation are used to move goods from place to place.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 27.
The Mississippi Waterway was once the best link between the cities along its banks and the Atlantic Ocean.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-1.
Transportation is necessary to enable a nation to function, but modern methods of transportation create many problems, such as traffic congestion and air pollution.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-3.
Transportation enables people to get to work in their own towns or in other nearby towns and cities. Modern methods of transportation enable people to conduct business or perform services great distances from their homes.

TRANSPORTATION

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-5.
Transportation is essential to industry. Many kinds of transportation are used to move products or goods from areas where they are grown or manufactured to areas where they are used.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-7.
Early man traveled by his own power - walking, often carrying heavy loads.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-9.
Water has provided transportation routes since before recorded history.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-11.
Although technology has greatly improved transportation, many methods of modern transportation have caused problems of pollution.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-12.
The invention of the airplane revolutionized travel and opened new frontiers for space exploration. Air travel has profoundly influenced the cultures of both industrial nations and underdeveloped nations and strongly affected the lives of millions of people.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 1-14.
Air networks are very important today because they can move goods faster than any other kind of transportation.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 3.
The means by which people and goods are moved is called transportation.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 17.
Water has provided transportation routes for thousands of years.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 29.
Trains are used to haul freight. Freight means goods that are being transported.

Grade 3, Comparing Ways and Means, (TE), American Book Co. Page 105.
The Indians used a travois to transport their goods.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 60.
Water transportation, either coastal, transoceanic, or river is vitally important.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 107.
Roads are usually built through the lowest places in a mountainous area. Nowadays, however, we often bore tunnels through hills instead of following the passes.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 109.
Railroads made settlers independent of water transportation and replaced the slow, wretched roads. They enabled farmers to get their crops to market more easily.

TRANSPORTATION

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 117. Each method of travel has advantages and disadvantages.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 118. The transcontinental railroad was built to provide faster, more efficient transportation between the eastern and far western states.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 123. In most cases railroades made the land worth more. The railroads meant new towns, and town land is usually more valuable than farmland. Then, too, the railroad attracted more settlers who could foresee being able to ship their produce to markets, and this raised the value of the land.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 124. Plains farmers depended on the railroads as their chief means of transporting wheat to the other states.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 145. Steamboats made swift transportation up and down rivers possible. Railroads could carry bulky goods across the continent.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 155. Towns were located in places of convenient transportation facilities needed for shipment of farmers' produce to trade centers, for shipment of goods from trade centers to the shops in the towns, and for movement of people from place to place.

Grade 3, The Making of Our America, (TE), L-V Ed. II, Allyn and Bacon. Page 157. Better transportation meant that iron and steel could be shipped almost anywhere not just where waterways led. It also meant that goods made from iron and steel could be shipped to more markets more easily, thus tending to increase consumption.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 23. All the great cities of the ancient world were marketplaces located on major transportation lines.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 45. Since trade and commerce are fundamental to the well-being of most cities, methods and modes of transportation have a great influence on the location of cities. Cities have often developed at a natural break in the transportation method.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 47. Usually a transportation hub is in the central location, because it is the focus of an area's economic activity.

A navigable river remains an important factor in the growth of some communities today.

TRANSPORTATION

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 48. Improvements in transportation changed the patterns of city and suburban development.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 59. The metropolis or central city is the hub, since it is usually the financial, commercial, and political center for the area, and may be the transportation center, too.

Grade 3, The Metropolitan Community, (TE), L-V Ed. II, Allyn and Bacon. Page 84. No large community can exist, much less grow, without an adequate transportation system.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 46. The systems of one city are related to those in other cities through transportation and communication.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 166. In the past, the location of some cities was determined by nature; today, because of new sources of energy and new transportation, cities can be located almost anywhere.

Cities are located where man can work and trade and where transportation is possible.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 169. Transportation is important to all cities because it brings together food, water, and raw materials; workers, machines, and power sources. It helps cities trade with cities in other parts of the country and the world.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 170. Transportation has been a determining factor in the location of cities. The building of the railroads stimulated the growth of cities. The trains carried goods and passengers farther and farther west. Many cities and factories were located along the railroad lines. The invention of the automobile stimulated the growth of cities. New highways and roads were built, and new cities were located along these routes. The invention of the airplane stimulated the growth of cities. Airplanes today can carry passengers and goods anywhere a landing field can be built.

Some cities are or have been important as transfer points - centers where goods are transferred from one type of transportation to another.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 236. Transportation and communication systems have provided many important services and have changed the pattern of life in the cities and in the countryside. Transportation and communication systems are the lifelines of the cities.

Grade 3, Our Working World: Cities, (T), 2nd Ed., S.R.A., Senesh. Page 240. Transportation systems allow consumers a wide choice of products produced throughout the United States and the world.

TRANSPORTATION

Grade 3, The Social Sciences, Concepts and Values (Green) (TE), 2nd Ed., Harcourt, Brace, Jovanovich. Page 244.
Often the pioneers had to pay a toll for the use of a private road.

Grade 3, The Third Planet, (TE), Macmillan. Page 190.
Highways and railroads are very important to many cities.

Grade 3, The Third Planet, (TE), Macmillan. Page 205.
Improved transportation facilitates trade.

Grade 3, The Third Planet, (TE), Macmillan. Page 215.
Better ways to travel change man's use of a place.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T43.
Commercial cities are built where there is access to good transportation.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page T77.
Good transportation and permanent food supply are still important to the location of cities today.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 28.
People who live outside the city they work in must commute to work. They travel into the city by car or bus or train.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 41.
Most manufacturing cities are located where transportation is good.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 77.
All cities must provide good roads so people can get easily and quickly to work, to shopping areas, and to other places.

Grade 3, Towns and Cities, (TE), Field Educational Pub. Page 88.
The invention of the wheel made transportation easier.

Grade 3, Urban America, Sadlier. Page 29.
The transportation revolution completely changed the face of the American city.

Grade 3, Urban America, Sadlier. Page 31.
The transportation revolution allowed cities to develop and grow. But it also had some very bad effects on the city.

Grade 3, Urban America, (TE), Sadlier. Page 10.
Railroads permit better circulation of goods than horse and wagon. Transportation became an important factor in the early urban areas.

Grade 3, Urban America, (TE), Sadlier. Page 12.
The emergence of an industrial America was hastened by the transportation revolution.

TRANSPORTATION

Grade 3, Urban America, (TE), Sadlier. Page 38.
Transportation jams cause delay and consternation throughout cities. It is imperative that transportation efficiency be maintained in a city if the goods and services are to reach the people.

Grade 3, Urban America, (TE), Sadlier. Page 39.
The increasing number of automobiles has caused many problems. The best alternative solution to travel through the city is a mass transit system.

Grade 3, Your City: Problems and Promises, Sadlier. Page 17.
By the 1850's, American cities were becoming economic rivals. They built canals and railroads in order to extend their reach to the interior.

Grade 3, Your City: Problems and Promises, Sadlier. Page 27.
Businesses were built along the main bus and trolley routes to the city. In later years, these new methods of transportation made it possible for many people to move out of the crowded central city.

Grade 3, Your City: Problems and Promises, Sadlier. Page 33.
Inexpensive truck transport has freed manufacturers from dependence on city-based factories.

Grade 3, Your City: Problems and Promises, Sadlier. Page 109.
Today the vital transportation networks upon which cities depend are in great trouble.

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